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INCREASING VOCABULARIES THROUGH MODIFIED JIGSAW AND RECITATION FOR JUNIOR HIGH SCHOOL

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Abstract: Teaching English for Junior High School needs more innovative and creative way to take the students more concentration and serious when they learn inside and outside the class with nice manner. Vocabularies such as: carnival, dive, caterpillar, camp, and others may appear difficult to understand for the students when the teacher is using all the words without give and explain the meaning. The easiest and common way is the teacher command the students to open the dictionary and search the meaning. Most of Junior High School Students are critical, active, and moody students based on their ages. If the teacher only give the usual way, they will lazy and bore to follow the class and there is not interesting manner to increase their vocabularies in English. Therefore, it becomes the important task for the teacher to find an effective method to increase the vocabularies that the students find it enjoyable and easy to get the meaning. Jigsaw is one of cooperative teaching method that the students into several groups to teach the other groups in turn. The writer arranges modified jigsaw through “card paper” that already divide from easy, middle, and difficult and the students have to pay attention how to run this enjoy method and if they already learn and answer, they move to other group based on the paper card which already answer. After the teacher runs modified jigsaw, the teacher continue with recitation. Recitation means the teacher have to give the student task to learn at home, library, or park to make the students always remember the vocabularies, and when they come back to the class, the students will try to remain and repeat again the vocabularies that already learn outside the class. Thus, the change of students in other groups with modified jigsaw and recitation will make all the students more understand and enriched with many vocabularies to make them easier than before.

Keywords: *vocabularies, junior high school students, modified jigsaw, recitation*

INTRODUCTION

The big old problem from student in Junior High School when they learn English are lazy, bore, uninterest, and misunderstand with the meaning. As we know that most of students in Junior High School have different character and attitude. The English teacher have to understand how to make the students easy and understand when they learn English in the class. But, the problem is the students never focus on the teacher's explanation because of several factors, such as: a. The teacher only explain step by step by telling them likes read a story, b. The students do not have high motivation to follow the lesson seriously, c. The teacher do not know how to manage the class is running very well and catching the student's attention.

Teacher as a facilitator in the class have to know how to make variety technic to do different way when teach in the class. As an English teacher in Junior High School, we should know how to make the students more understand with the explanation. The main problem always comes from the meaning of each words. Because English is our foreign language not our mother language, as an English teacher we have to know how to make our students easy to understand when we deliver English lesson in the class. When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop.

Of course, all micro-skills like grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar.

Based on the problem that ususally passed by most of English teachers when teach Junior High School, the writer formulate two methods between jigsaw and recitation in different way that will be explain in discussion. How the teacher runs this method will be easy and enjoy also the students, because it modified by the writer with "card paper". Before we continue to the discussion about teaching in modified jigsaw and recitation, we should know the importance of vocabularies in teaching English in the class.

Cambridge Dictionary Online stated that vocabulary is all the words known and used by a particular person. It is means vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp.111-112). Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books" (p.4).

According to the *Collins Cobuild English Language Dictionary* (1989: 1629), the vocabulary of language is the total number of words in a language that he or she knows. Campillo also said that vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically (2). We know that learn English not only learn vocabulary but also grammar, pattern or tenses, sentence and others, but we can not produce very well at all if we do not learn about the vocabulary, we will have minimal words to say and limit understand the meaning if we have conversation in English with other people. That is wht vocabulary is very important to learn.

Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, "Language is very difficult to put into words." The writer believes English language students generally would concur, yet learning vocabulary also helps students master English for their purposes. When teachers teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use enjoy and easy manner, the writer is sure that the succesfull of learning and producing English will be run very well, because there is not misunderstand between the speaker and hearer, teacher and student, or student and teacher.

Miller (1999, as cited in Zimmerman, 2007) states that vocabulary is a set of words that are the basic building blocks used in the generation and understanding of sentences. According to Gardener (2009, as cited in Adger, 2002) vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000, as cited in Taylor, 1990) Cummins (1999, as cited in Herrel, 2004) states that there are different types of vocabulary:

- a) Reading vocabulary : This refers to all the words an individual can recognize when reading a text.
- b) Listening vocabulary: It refers to all the words an individual can recognize when listening to speech.
- c) Writing vocabulary : This includes all the words an individual can employ in writing.
- d) Speaking vocabulary: This refers to all the words an individual can use in speech.

There are many kinds of vocabulary that the students or learners have to learn, but in common the writer already mention above in point a-d.

Therefore, because of the importance of learn vocabulary in order to make a good communication, the writer tries to make creative way expecially how to make Junior High School students active and fluent speaking English without afraid about the misunderstand meaning, these way are using modified jigsaw and recitation method, which are arranged by the writer in interest and nice way.

DISCUSSION

Jigsaw is one of the branch from cooperative teaching method which students more active to teach other students in turn of the group. The teacher just controll each of groups when Jigsaw runs. In common, the teacher makes several groups consist of students who have very good, standard, and low ability in understand literary theory. This way is actually easy to act, because the teacher can divide the students into a group to have discussion based on the teachers's command to them. But, it will be good and creative way if the teachers modify jigsaw to make the class more active, because as we know that most of Junior High School students are attractive students with their different characters.

Asmada Alsa stated in her journal that jigsaw is *a process of study in a small groups, whether come from "home group" or "jigsaw group", in a student*

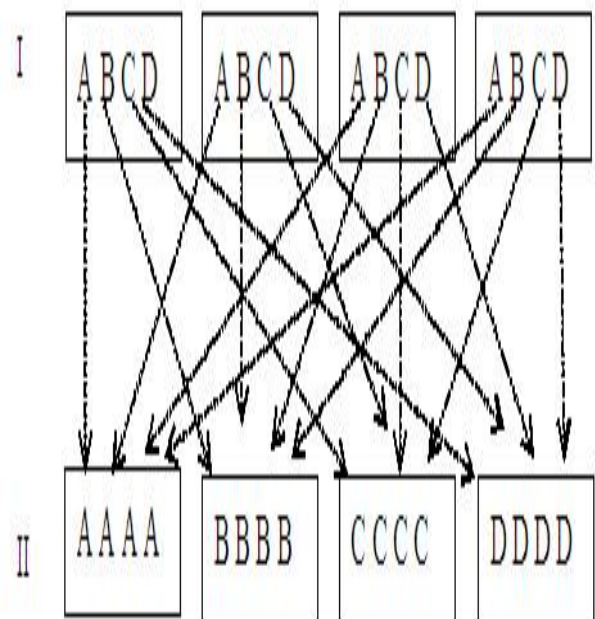
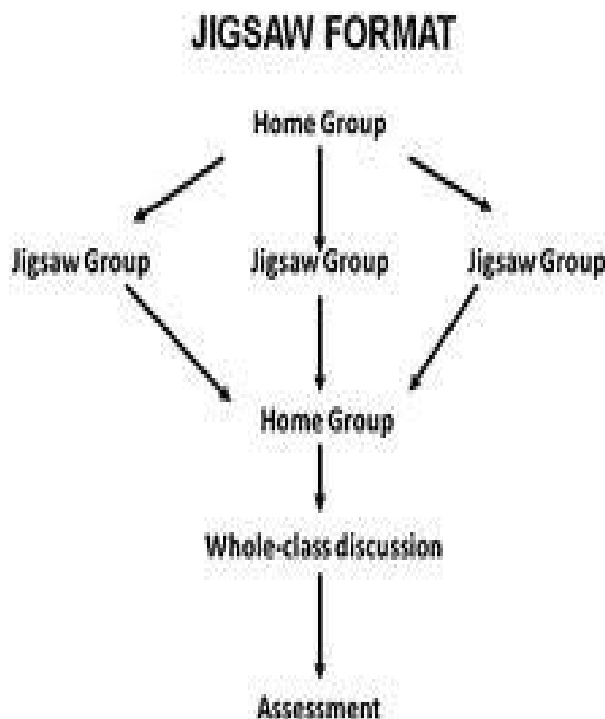
psychology they have big opportunity to deliver their opinion and discuss with their friends in a group, such as give questions and argue to their friends than they just hear the explanation in a class. In other way, study together in a group with discuss and active to share their experience make the students more understand the materials faster and effective, because the misunderstand information will clear when they ask to their friends, and the problem will solve with discussion or the lecturer can clarification when control the jigsaw groups.

We continue to other meaning of Jigsaw from Wardani in Rahman Destia (2012) *jigsaw is one of cooperative learning to encourage the students more active and help other students to understand the materials to get maximal prestise.* There are several steps to do this method, as follows:

- a. Make a group of students
- b. Give task to each of groups
- c. Class discussion

This method seems simpler than before that the groups which already divide run their discussion and then present in front of the class and then finish, if the teacher is not modify this jigsaw, it will make the students still lazy to follow the lesson especially the vocabularies that will be learn in the class.

Hariyanto in Rahman Destia (2012) stated *jigsaw is a learning method where the students study in a small group which consist of four until six students in heterogenous and work together in positiveness and responsible.* Each of students when they move to jigsaw groups, they responsible to deliver their group material and soon. This statement almost same that the teacher have to make a group consist of four until six students in home group and then continue with move to jigsaw group and discuss the materials. We can look how to run jigsaw in common way, as follows:



Below the explanation from the pictures above, how the teacher runs jigsaw it depends on the situation and condition in the class, the writer gives the common steps how to runs this jigsaw, as follow:

1. The teacher gives many vocabularies in the slide or board, and then directly give the meaning or command the students open the dictionary if they do not know about the meaning. After that, command the students to remember each of the vocabularies.
2. Divide the students in some groups based on their answer, example: when Andi answers 10 right vocabularies, he will enter group A, and soon.
3. Every home groups A B C D take the lottery to choose the vocabularies that will be learn in group.
4. After take the lottery, the students who get the first point will learn the first vocabulary, and the studentswho get the second point will learn the second vocabulary, and who get the last vocabulary will learn the last vocabulary. They will learn the vocabularies in a group and the teacher gives several minutes to discuss their vocabularies before divide into jigsaw groups.
5. After that, each of students in jigsaw group back to the home group and share their experience after discuss from other group, the lecturer also give several minutes to discuss again.
6. In the last, the lecturer command the students in each group to remember their vocabularies, and then the teacher tries to give some vocabularies that already learned before in jigsaw group, from here, the teacher will know about the students' ability by learning many vocabularies through jigsaw.

In writer's mind, this jigsaw is a common way to do in the class, if the teacher just run it with same jigsaw, it will make the students bore and lazy to follow the instructions, because they just divide into several groups, discussion, have a test, and finish. Therefore, the writer tries to make different jigsaw through "card paper". The name is strange but the writer is sure this modified jigsaw will make the class better than use common jigsaw. They will active beside remember the vocabularies.

MODIFIED JIGSAW WITH "CARD PAPER"

Modified jigsaw which made by the writer is rather different in order to make the students more active and easy to learn each vocabularies in their English class. The teacher should to prepare some steps below to make this modified jigsaw run very well in the class.

This modified jigsaw is using "card paper". Card paper is some vocabularies that mention in some cards which already differentiate in easy, middle, and hard level. The teacher have to prepare many vocabularies and then type in the computer and print out to make good card paper. The manner almost same with jigsaw in common that the teacher runs the class by dividing into several groups, do discussion, presentation, and give feedback. But, the different characteristics from this modified jigsaw are:

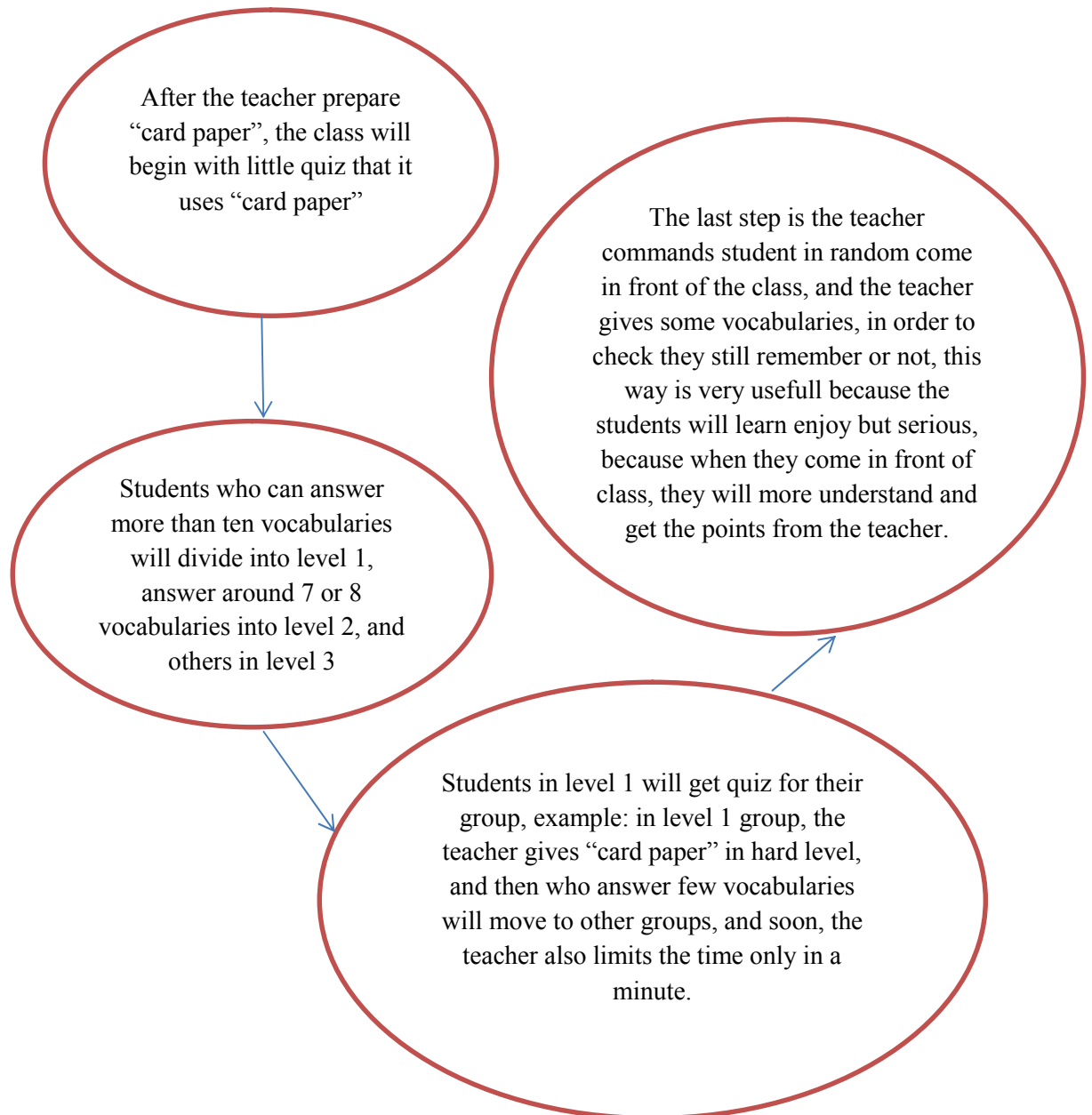
- A. Modified jigsaw is not direct divide the students into group but the groups are coming based on the result of the students guess the meaning from "card

- paper”
- B. The teacher should prepare the “card paper” before the jigsaw run in the class. The “card paper” should consist of many vocabularies, such as: daily activity, greeting, many kinds of noun, and etc, which relates with Junior High School materials.
 - C. The “card paper” will be better if the teacher type and print out it, because it will look neat and make it safe from water and etc.
 - D. The “card paper” should be divided by easy, middle, and hard to make easy when the jigsaw will run in the class.
 - E. The modified jigsaw will active and attractive using this “card paper”. Because the students will run based on the instructions. The teacher should to control very well.



Source : Writer’s Document

After the “card paper” ready to use, the teacher can start to teach English in Junior High School class through jigsaw with the “card paper”. How to run this modified jigsaw, the teacher should to look step by step below:



From the step above already clear about the teacher when run modified jigsaw in the class. This modified jigsaw will be interest and attractive not only from the “card paper” but also from good participation between the teacher and student. This “card paper” consist of many variety, depends on the teacher, when the teacher wants to the students know about words that produce everyday in daily life, the teacher can write the vocabularies about get up, take a nap, and soon to make the students easy and understand to use it when the teacher produce those vocabularies.

When “card paper” before run in the class, the teacher should to understand that the “card paper” is relate with the materials, it can be out of the materials forexample to play game, the students also get vocabularies about that to make them easy and enjoy with the materials. When the teacher divide the students into

several group, the teacher can look from how many student can answer the questions.

It will more interest when they try to answer all the vocabularies in short time, the teacher also can modify not only ask and speak, but also with “body language” or act about the vocabulary, this way can do when the crucial modified jigsaw already public and in the last time to make the class more active before they come in front of class and answer the teacher’s questions.

RECITATION

The first step	The teacher already finish modified jigsaw in the class, the teacher give the “card paper” to the leader of the class to copy for all students in the class, the “card paper” consist of easy, middle, and hard vocabularies.
The second step	After all the students get the copy of “card paper” the teacher command to learn outside the class, such as: library, home, park, with their friends in the class same as modified jigsaw, because when they learn together, they can improve vocabularies with their friends, each of student should learn and study again at home to make sure they are understand at all.
The third step	When the English class comes, the teacher command to the student, choose basend on number or position, and then command to answer some vocabularies. The teacher can check the student who learn or not.
The fourth step	The teacher gives quiz and then for the student who can answer will get point. After the quiz finish, the teacher command the student to make some sentences in single sentence, in a paragraph, and conversation with vocabularies that already they learned before.

The fifth step	If the students run the recitation seriously, it will make very good learning, because whether they study in a group in the class, they can spend their free time to study together about vocabularies, and then they can get point when the teacher produces the vocabularies in the class.
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After the class runs modified jigsaw in the class, the students not only get the materials in the class but also the teacher gives task at home, it means that the students should practice at home. This way is called recitation which the teacher gives some task or homework to the students at home, they can do at library, home, park or other place. This recitation has some purposes besides to make the students always remember about the vocabularies that they already learn in the class, this way will make the students try to fulfill their time with enjoyable study. Because of this recitation, they can do together with their group for example in the park, they can try to produce vocabularies each other. And when they back to the school, they always remember about all vocabularies and when the teacher commands to make sentences or conversations, the students are easy to use and understand it all.

Wikipedia stated that recitation in a general sense is the act of reciting from memory, or a formal reading of verse or other writing before an audience. In the recitation focus the possibilities of guiding children's activities, influencing their language habits, and directing their observations. In discussing the significance of the recitation as an instrumentality of education, the method in which the recitation is carried on is a crucial test of a teacher's skill in diagnosing the intellectual state of his pupils and in supplying the conditions that will arouse serviceable mental responses: in short, of his art as a teacher.

The teacher can give the students some tasks about vocabularies that they already learn in the class to study again outside the class, the place is up to the student as long as they can enjoy by learning. This recitation has many functions between the teacher and student to make them run very well in English lesson. In purpose, make the students easy to understand when they learn English in the class. The problems that students find hard to learn English because it is not our mother tongue and difficult to search the meaning will get easier than before after the students and teacher run recitation after jigsaw.

CONCLUSION

Learning vocabularies is very important because we do not understand if we just learn grammar and directly produce language which is not our mother tongue language. It seems simple, but the problem will come especially for English teacher. Most of the student's problem is "I'm sorry, I don't know the meaning in Bahasa mom, so I can't answer the questions..." most of students who can not answer the questions or do not know the meaning always say that sentence above.

But, the problem will be solved, if the teacher tries to modify when teach in the class. Besides the teacher gives lesson, the teacher should improve the

student's ability in vocabulary to make them understand every sentence and conversation in English. Jigsaw is one of cooperative method that teacher divides the students into several groups and then turn the students in other groups, but modified jigsaw that made by the writer in order to increase the student's vocabularies is using "card paper" to make them easy and more understand in learning English.

Not only modified jigsaw, the teacher have to give some tasks to the students to learn again outside the class to make them always remember, the students can study together in the park, friend's house, library, and other place to practice "card paper" and the teacher always remain by giving quiz in the class. This two ways method will be effective if between the students and teacher can do together in the best way, and the writer is sure these manner will decrease student's lazy and bore when learn English in the class. Beside that, modified jigsaw and recitation have several advantages and disadvantages, we can look as follows:

The advantages of modified jigsaw and recitation:

- a. The students can active in the class because, they learn with their friends in a group, if they can not answer they will be move in other groups.
- b. The teacher can control each of students to active in a group, because when modified jigsaw runs, all of students have to speak whether they passive students, they have to speak and learn.
- c. The teacher gives recitation task to the students in order to they study and learn
in free time, it will be usefull than they go to mall or computer net.
- d. The students will easy to remember many vocabularies with these interest way, because they are not only open the dictionary to search the meaning, but they get "card paper" from the teacher to make easy their study.
- e. The students have responsibilities to come in front of the class to remember their vocabularies and answer the teacher's questions about vocabularies.

The disadvantages between modified jigsaw and recitation:

- a. The teacher have to prepare "card paper" and classify in the different level, it will be hard if the teacher have not time to do.
- b. The students can crowd by their self in a group when the teacher do not control them when modified jigsaw runs.
- c. When recitation runs outside the class, it means the teacher do not control the students, it can be the student make a reason to the parents to study together but actually they do else.
- d. Some of over naughty students, they will be hard to contro, they will choose to get punishment from the teacher than remember vocabularies and study together in a group, this case have to solved by the teacher to make them active and follow the teacher's instructions than busy with theirsself.

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GETTING THE ADVANTAGE OF FREE SOFTWARE TO GENERATE HOLISTIC SPELLING ACTIVITIES

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Abstract: Teaching spelling could be frustrating and boring at the same time for both teachers and students. It also has to be tailored to meet the needs of the students. Ready-made materials may not help as easy. This workshop will give useful input on which software can be used and how to use it. You will also learn to make a series of spelling activities good to meet the needs of your students disregarding their age groups. Some of the suggested software is Word-Search Generator for warming up, Eclipse crossword puzzle maker for meaning and Ant-Word-Profiler for production. Repletion is a very good method to use, each of the software above stressing on different technique that helps the students getting accustomed with the English spelling of the targeted language and also having fun doing it. The ideas of these activities are adapted from Nelson English Spelling Book but they are limited to be used only by young age native speakers.

Keywords: *software, holistic, spelling*

INTRODUCTION

How to Download and Install Crossword Puzzle and Word Search Generators in Your Device

Open sources in the internet give us abundant and cheap teaching resources. Beautiful worksheets that we can generate ourselves according to our students needs are only fingers away and as far as the availability of internet connection. But you don't have to have to keep connection to the internet all the time; we can download the generators and save them in our PC for future use. Below are the two websites that I find the most comfortable to use where we can go for the software:

<http://www.eclipsecrossword.com>

This is my best recommended free software generator for crossword puzzle making. It has complete features on how you would like to design your cross word. It is user friendly and the website gives detail directions and comprehensive help for first time users. I have been using this for years and there has been some upgrading in the

system for several times. It is compatible to various windows systems. Eclipse-Crossword will run without any problems on any recent computer. If you have a very old computer, you might need to download and install one or two system updates before it will work. Web-Setup normally would do this for you. If you use the school computer, the system administrators may have restricted you from installing software. If you're unable to download and install Eclipse-Crossword, please ask them for assistance.

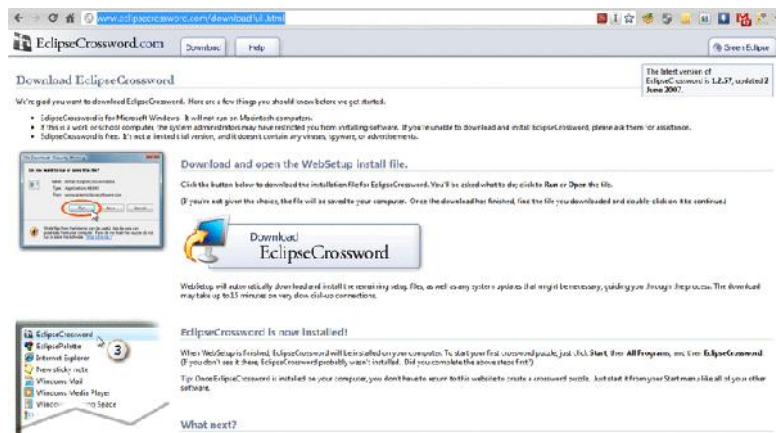



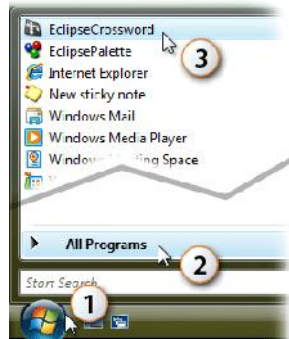
Figure 1

The steps:

- Once you are connected, go to <http://www.eclipsecrossword.com>.
- Click 'Download' on the top right corner menu. (see Figure 1)
- Click on 
- A small dialogue box will appear and I usually click on the option 'Regular'.
- Another dialogue box will appear and choose 'Save File'.
- Once you get a notice that 'All files have been downloaded', go to your 'Downloads' list and click on the Eclipse Crossword.
- Click 'Run' when you see this box.



- Follow all the commands for the process of installation.
- Below is the figure where you can open the downloaded software for use.



- Now you can already use the software.

<http://sourceforge.net/projects/wsc/>

I am quite new to this word search creator but this has been so far the easiest and the most user friendly. This word search generator works way simpler than the cross word puzzle. You can copy paste the grids onto your Microsoft Word document very easily for adjustment. You can alter the level of difficulties by having smaller or larger numbers of grid. You can put any word list pertaining to your topic.

The steps:

- Visit the website then soon you will find right in the middle of the page a green highlighted box that says Download Word Search Creator 1.1 Installer.exe. Click it and choose your download method. I prefer the 'regular'.

The following background will appear on the window for your assurance:



- Choose 'save file' in the following dialog box.
- Go to your 'Downloads' list and click the Word Search Creator installer.
- Click 'yes' when the yellow dialogue box appears.
- Click 'agree' then click 'next' for the two coming dialogue boxes.
- Then click 'install' and follow the installation wizard.
- Now you can use the software.

How to Operate the Generators

A learning technique known as ‘Spaced Repetition’ incorporates intervals of time between subsequent reviews of previously learned material in order to exploit the psychological spacing effect. It is therefore well suited for the problem of vocabulary acquisition in the course of language learning ^[5]. The combination between this method and the activity variation will definitely give good impact to the language learners. The Eclipse crossword puzzle and Word search Creator are the best two of many useful tools that teachers should arm themselves with for their classes’ activity variation. Below are the hints and tips to use the software.

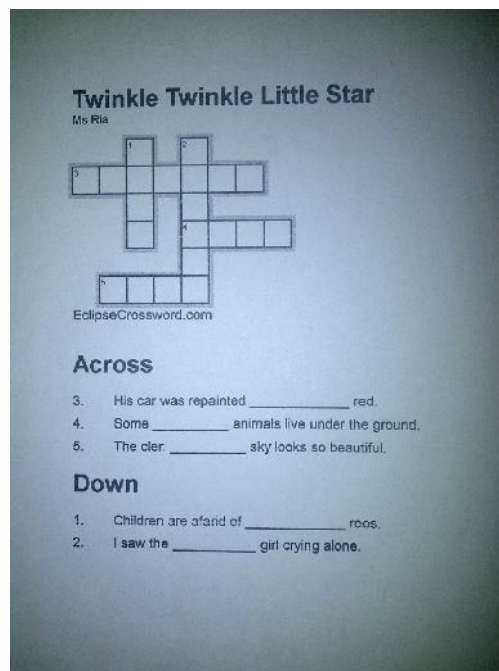
Word Search Creator

The word search activity can be used as an immediate review to the language target since it is easy and mainly focused on the words and their spelling. After downloading the software, you might not be able to find the icon easily. You can try to click the start Windows icon and search by typing ‘word’ you can already find it under the title ‘programs’. Click on the icon and you can now start building the word search.

It is very simple as it has only six pull down menus, working section and the control box. Follow the below steps to produce one sheet word search:

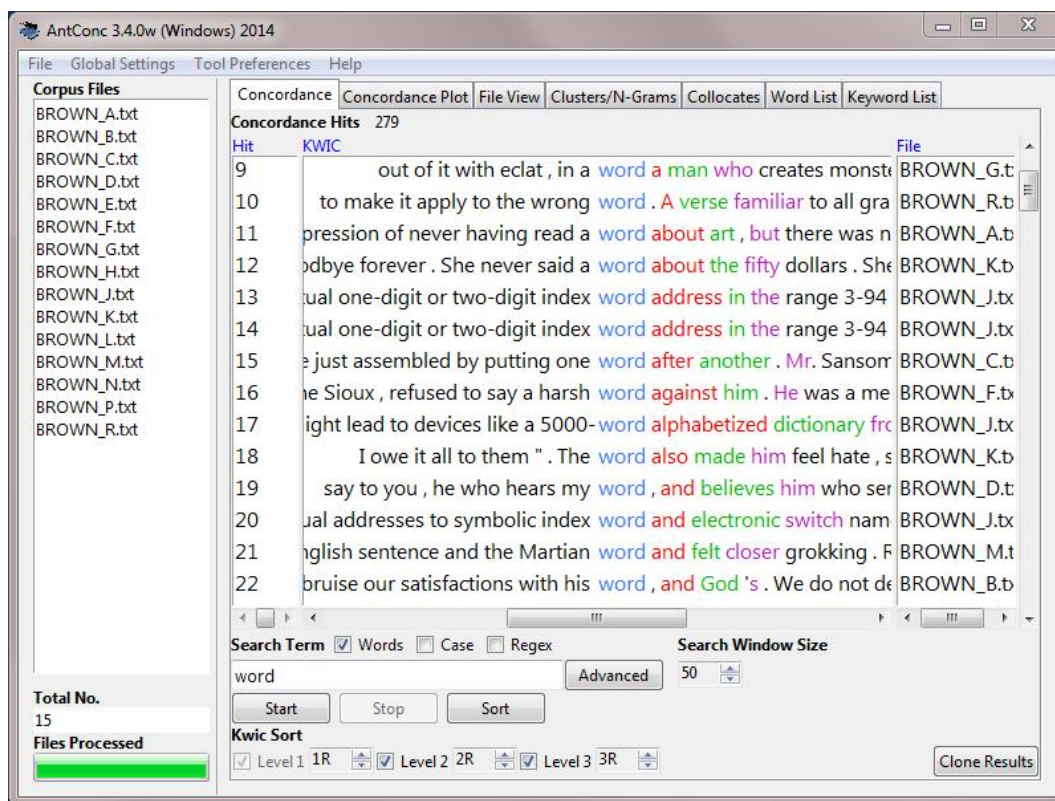
- You can already prepare the word list from Microsoft word format list typed in single column or from the file that you have saved earlier opened from the ‘Word List’ pull down menu.
- Adjust the size of the grid according to your need or you can use the auto enlarge.
- If you want to change the shape of the grid, you can click ‘Change Grid Shape’ under the ‘word search’ pull down menu. Once the ‘mark drawer’ appears you click ‘use shape mask’ and you click right on to the unwanted parts and begin to reshape the grid.
- Copy and paste the word list into the ‘Control Box’ word list.
- Click ‘create/shuffle’ to generate a word search on the working section.
- Add the title.
- You can click on ‘copy as image’ under ‘word search’ of pull down menu and paste it on to Microsoft Word or PowerPoint for further elaboration.
- Your word search will look like this:

- In Step 4, you can give a title to your puzzle as well as add your name.
- Click next to go to Step 4 where you can decide the size of your grid or follow the generator's suggestion. Then click next to generate the crossword.
- If you do not like the lay out, you can click on 'Make another puzzle like this one'. Keep on clicking until you are happy with it.
- Click 'Next' to go to the 'save or print this crossword' box. To print the crossword you should click 'Print Crossword'. Click several items that you want to print before clicking 'Print everything checked above'.
- You cannot copy and paste this crossword puzzle anywhere else as in the word search. Your crossword puzzle will look like this:



Ant-Word-Profiler

This software is to make teachers' proofreading work way easier. Just type the ant-word-profiler free download you can already find the website and begin the process of downloading. The appearance of the software is given below.



You can input the text sent by your students here and the website will analyze it. The color-coding represents the parts of the speech and thus the software decides the accuracy of the keywords' usage.

Holistic spelling activities

These spelling activities can be developed into a holistic package on how the idea from the smallest unit skill of language learning can be applied into others larger unit skills such as writing, grammar, listening and speaking. First I will set up the target language. We can start either the form without the context or from a context to specific forms. I personally prefer the second option, I give my students an authentic text (an extract from a long writing or lyrics of a song) I ask them the words that they are not familiar with. From the list I have, I will make a word search to strengthen the students' recognition of the forms of the words or spelling. I will increase the level of the activities with crossword puzzle for the meaning. Thus the students learn how to use the words and into which word family they should be used and applied. Once they understand completely the form and the meaning they can make a composition using the listed word. To mark the writing I can use Ant-Word-Profiler. The marked and corrected composition is then read in front of the class and prompts some questions to get the rest of the students to recite the text read in front of the class.

CONCLUSION

The success key of teaching spelling is repetition through different variation of activities and these activities are integrated with all the skills in language learning; reading, writing, grammar, listening and speaking. The best of all is that we can do this for free from the internet. Imported expensive books may not meet our need then why don't we create our own worksheets and activities.

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TEACHING ENGLISH CONCRETE NOUNS USING PICTIONARY GAME

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Abstract: The study discusses the effectiveness of teaching English concrete noun using Pictionary game. The background of the study is based on the phenomena that students in SDN Sendangrejo III Ngimbang usually get bored to learn vocabulary especially on concrete nouns. That is the reason why the teacher should device a good exercise or a way of teaching English concrete nouns. Learning vocabulary at Elementary School can be done through many ways, so the researcher teaches vocabulary using Pictionary game. This game may become an alternative way to teach English nouns for beginning level. It is more emphasizing on active learning and language teaching, because it makes students more active. The purpose of the study is to know whether or not using Pictionary game is effective to improve students' English concrete nouns in the fourth graders of SDN Sendangrejo III Ngimbang. This study is categorized as a quantitative research. The data is obtained by giving test to the experimental class and control class after giving a different learning to both classes. The number of the subjects is twenty in each class. They are IV A is as experimental class, and IV B control class. The instruments used to collect the data were documentation and test. Test was used to know students' competence before and after the experiment run. There are two kinds of test. They are pre-test and post test. The result of the research showed that the use of Pictionary game as a media of teaching concrete nouns was effective. There was a significance difference in the achievement between students in class IV A (experimental class) and students in class IV B (control class). It is showed of the mean of experimental class is higher than control class ($80.70 > 73.35$). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value is ($3.141 > 1.68$). The hypothesis is accepted. Therefore it can be concluded that the use of Pictionary game as a media of teaching concrete nouns was effective.

Keywords: *grammar, concrete nouns, Pictionary game.*

INTRODUCTION

The worldwide demands English and it creates an enormous demand for quality of language teaching materials and resources. Being an international language, English is spoken in the most international event and it is used as the

medium of the information on science, technology, and culture. English now has a prominent position in twenty more countries.

Realizing the importance of English, Indonesian government considers that English is one of the compulsory subjects to teach since Elementary School level in Indonesia. It is the result of belief that children are better language learners, the brain can more easily accept new things before puberty, and that acquisition of language is possible without self consciousness. The children have fewer negative attitudes to foreign languages than adult. That's why consequently they are better motivated than adult. Therefore, in such condition, it is the best stage to introduce the English to the young learners.

On the other hand In Indonesia, English also takes an important role in technological and scientific advances, instruments such as computer and internet use English. On the other hand a lot of textbooks, newspapers, and magazines are printed in English. Naturally English is also used as a medium of communication within international business and trade. Consequently, people who want to have an access to them have to master English well.

Realizing the growing demand of English as an international medium of communication, it was reasonable that Indonesian government placed English as a crucial subject in Indonesian education system. Projects had been conducted in order to improve English teaching and learning in Indonesia; one of which was by revising the English curriculum. 2013 Curriculum was the newest curriculum that defined discourse competence implies understanding, applying, and analyzing the factual, conceptual, and procedural knowledge as the ability to communicate either orally or written, in a communicative event.

Even in some regions, besides using Indonesian language they also use English language to communicate at school. We have to know how to use English well. In order to be able to use it well, we have to improve speaking, listening, writing and reading skills. Widdowson (1987: 57) stated that speaking and listening are said to relate to language expressed through the visual medium. Another way of representing these skills is by reference not the medium but the activity of the language user. Thus speaking and writing are said to be active or productive skill where as listening and reading are said to be passive or receptive skill.

According to Richard (2001: 04) teaching vocabulary is a part of English teaching. Vocabulary power will facilitate speaking, listening, writing and reading skills. Vocabulary is one of the most components of language and one of the first things applied linguists turned their attention too. It can also be articulated as basic building block of language.

Vocabulary items are form which longer structures such as sentences, paragraph and whole text are formed. When we teach a language teaching, material must be suitable with the students needs. A good vocabulary learning program should therefore focus on the appropriate level of vocabulary for the learners. The use of teaching strategies also should be based on the students' characteristics. This thing is appropriate to young learners. It happens because of with vocabulary, they can be good speaker or translator future.

Rivers (1995: 117) argued that the acquisition of an adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary, we will be unable to use the structures and function, we may have

learned for comprehensible communication. In this paper, the researcher took a learning material about noun, because noun is part of vocabulary.

The popular definition of a noun was stated by Parrot (2010: 09); he stated that it describes a person, place or thing. Nouns convey a substantial proportion of the information in most texts. In English, nouns may be defined as those words which can occur with articles and attributive adjectives and can be functioned as the head of a noun phrase. In traditional English grammar, noun is one of the eight parts of speech. Some classifications of nouns are; proper noun and common noun, countable noun and uncountable noun, concrete noun and abstract noun.

This study focused on concrete noun. To support this study, the researcher used two ways. The first is using Pictionary game. This game may become an alternative way to teach English nouns for beginning level. It is more emphasizing on active learning and contextual language teaching, because it makes students more active. The teacher just stands and as a resource and facilitator. Students are given instruction to look for some picture or nouns according to the picture. Before it, the teacher introduced the materials. The 2nd is using non-Pictionary game. This is one of conventional ways in teaching English. Here the teacher is more active than students, because the teacher just gives the lecture or explanation of the materials. Both of two ways have the same purpose. It is a way on teaching English concrete nouns.

In teaching-learning process, teachers use media to teach their students were to make easier students' understanding. Media is whatever served from five senses as a purpose understanding meaning as careful and fast. Then the researcher uses Pictionary game and picture as a media of teaching concrete nouns.

This game is good for reviewing vocabulary. Choose a student and show him or her flash card picture or whisper a word into his or her ear. The student draws the picture on the board and first student to guess the picture gets to draw the next picture. This can also be played in teams with a point system.

Teaching concrete nouns to young learners at the school is important before they learn to speak. That the reason why in teaching concrete nouns the teacher should also teach grammar as well as pronunciation. For example, if teacher wants to teach object in the class, the teacher does not just say "book" or "pen", but the teacher should say "this is a book", and "that is a pen". By doing this, the teacher can make students practice to speak English in right way.

In teaching English concrete nouns, the teacher must be able to select the words that will be given to the students. There is also a limitation of vocabulary that teacher gives to the students. Therefore it can help the student to memorize the word and the simple way to use it in the learners' habitual communication.

Teaching young learners is different from teaching adults. Young learners tend to change their mood every other minute, and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than adults to do things that appeal to them. There are some characteristics have by young learners. The first young learners tend to active and imaginative. They like to study through games, story and song, so that they will be more motivated to learn English. The second, young learners easy bored and they have short level concentration. To overcome their bored, learning activity must be variety. That the reason why the teacher should choose the appropriate technique of teaching and pleased by the

students. Then young learners will be more motivated in learning English and situation of study will be more enjoy. The last one Young learners still be difficult differentiate things which concrete and abstract. They cannot differentiate something real matter or not.

On the other hand game is a structured activity, usually undertaken for enjoyment and sometime used as an educational tool. Games are distinct from work, which is usually carried out for remuneration and from art, which is more concerned with the expression of ideas.

Donough and Cristoper (2003: 55) stated that game-based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback, through activities such as feeling in questionnaires and guessing unknown information. Even though these activities are called games, there by amplifying fun, they are also communication based and require the learners to use the information they find out in collaborative way for successful completion of a particular task.

Pictionary game is a picture-based guessing game. Robin (1989: 14) said that Pictionary game is a children's game show based on the board game of the same name, in which two teams of children competed in a drawing game for prize. Teaching concrete nouns using Pictionary game means the teacher and the students use picture-based guessing game to understanding the materials. The students study and remember the words from the game that they are play.

The steps to play the Pictionary game in teaching concrete nouns divide two seasons are:

Season one.

First the teacher divides the students into two groups. Then the teacher gives some instruments how to play the game. After that the teacher asks each group to send a volunteer as instructor. The fourth, the teacher gives five flash card pictures to the instructor. After that the teacher asks every instructor to come forward one by one to draw some object that she/he gets from the teacher on the blackboard and asks the group to guessing it. Then every group has two minutes to guessing five pictures. The next one the teacher evaluates the students' answer. Finally, the group guessing all of the pictures correctly is categorized as the winner and gets 10 points

Season two

First off all, the teacher divides the students into two groups. Next the teacher gives some instruments how to play the game. Then the teacher shows 3 flashcards to the groups. After that the teacher asks the first group to choose a flashcard then followed by the second group. Then the teacher gives some clue of the pictures on the flashcard one by one and asks the group to guessing it. Each group has 5 minutes to guessing 10 words. Group that guessing all of words correctly get 10 points. The last one flashcard should be guessing by all of groups. The groups which know the answer should raise the hand before answer the question. Each question contain of 2 points. Finally, group that guessing a lot of words correctly are the winner of the game.

The advantage of Pictionary game since role-play and simulation activities are most kids enjoy the challenge of participating in games, and the process of playing some activities may actually make them smarter and more capable. Among other abilities, games help develop kids' motor skills, social capacities,

memory and creativity. Game also is more practice activities than teaching activities; they are useful and more suitable for consolidating and practicing aspects of conversational proficiency than teaching new forms. This game is also good for reviewing the vocabulary. And disadvantages of Pictionary game make students be noisy and not conducive in the class teaching-learning activity.

Considering the importance of mastering concrete nouns as the process of increasing the vocabularies of the young learners, the researcher wanted to do an investigation on the effectiveness of using Pictionary game as the media of learning concrete noun for young learners; in this case was the students of SDN Sendangrejo III Ngimbang. Furthermore, since using media also played a significant role in enhancing students' vocabulary mastery, the researcher had an opinion that Pictionary game was effective to be applied as the media of learning vocabulary which focus on concrete noun.

As far as the researcher's knowledge, research on the effectiveness of using Pictionary game as the media of learning concrete noun for young learners; in this case was the students of SDN Sendangrejo III Ngimbang was still difficult to find. Indeed this kind of research will offer some contributions in teaching grammar and composition in particular and teaching writing in general. Therefore the researcher tried to use it as an improvement in English learning process.

RESEARCH METHOD

As the topic indicates, the urgent goal of the research is to reveal effectiveness of using Pictionary game as the media of learning concrete noun for young learners. The researcher uses method that is called "experimental". That experimental is used to find out the effect of treatment. The approach used in this research is quantitative. It is quantitative because the prospect analyzing numerical data send shivers down the spines many novice researchers who not only balk at the thought of statistic but also hold fundamental objection to what they see as the mathematician of nature. An experimental study typically involves two groups: an experimental group and control group with receives the different treatment. This study uses design pre test-post test.

The population of this research is the fourth grade of SDN Sendangrejo III Ngimbang. There are 40 students from 2 classes. The students from all of the class are taught using the same textbook and materials with the same curriculum. Therefore the researcher can use the same sampling technique for all classes.

It should be noted that quantitative research focuses on researching sample and population and attempts to generalize the result of the research to the entire population from which the sample is drawn. Therefore, when it is uncertainty for the researcher to observe the population, taking away research to a representative amount of sample is suitable under certain requirements.

According to Arikunto (2006: 112) sample is a part of population which is employed to elicit data of the research study. Further she states that if the total population is less than 100, it is better to take all of them as the sample but if the total population more than 100 students; the sample can be taken between 10-15% and 20-25%.Based on the Arikunto's statement the writer took 25% of the population.

With admiration to the data the researcher got from the English teachers that all classes of fourth grade students were given the same treatment and taught using the same textbook and materials, the researcher used purposive sampling. In Sugiyono's (2012: 85) view purposive sampling is the sampling technique that used when the researcher having a certain purpose for a certain members of population. He further states that the sample could be chosen from any kind of population. When some volunteers of population match to represent all of its members the researcher can choose them as a sample.

Based on both of the data from the teachers and Sugiono's point of view above, one can say that in the process of purposive sampling the sample could be taken from any kind of population. Therefore the primary consideration of homogenous population is that sample should represent the population and that each member of the population should not have equal chance to be selected. The way of choosing the sample is taking the class randomly. In this research the researcher used class which is permitted by the teacher to be used as sample of the research.

The sample might be categorized in paired sample because there are experimental and control group that are compared. Two classes were chosen randomly, in which the each class consist of 20 students. Class IV A was chosen as the experimental group which was taught by means of Pictionary game, while class IV B was chosen as the control group which was taught by means of non-Pictionary game technique. The researcher's consideration on choosing the samples was based on the cognitive structure of the students in each class. At this school, the students were distributed thoroughly into their classes without regarding their cognitive competence. Therefore, each class had the same right to be the sample of the research. In addition, there was a pre-test to ensure that students' competence of both class are equal.

Variable refers to the object of research that becomes research focus. The variable of this research refers to the teaching learning method using Pictionary game (independent variable) and the students' achievement on English concrete nouns (dependent variable). The indicators of teaching and learning technique using Pictionary game as a media are classified into two processes such as class presentation and team game. On the phase of class presentation, the students' attentions become one important element that should be done by the students while the teacher gives the material explanation.

On the next step that is team game the cooperation ability of the students in explaining the material given by the teacher is needed where they should help one another for getting understanding to reach the team success.

The researcher utilized two types of instruments namely test and observation check-list. The test was classified into pre-test and post-test. Either the experimental or the control got the same test, although they get different treatment. Pre test is test that is done before carrying out the teaching, given to both groups in order to make sure that the two groups have similar and equal level of proficiencies. Post test is given to the experimental group after being taught by means of Pictionary game and it is given to the control one after being taught by means of non-Pictionary game. The test is in form of discrete item test on gap filling format. The post test is aimed to assess their achievement on the vocabulary understanding, particularly on English concrete nouns. The test used

to investigate the students' achievements before and after being taught using Pictionary game. The steps to arrange the test are as follows:

1. The researcher limits the tested material. Here, the material is limited in English concrete nouns.
2. Determine the term to do the test.
3. Determine the test type. Here, the discrete-items test is used because it is considered can appropriately measure the learners' knowledge in understanding grammar.

On the other hand researcher also used observation check-list as the instrument of the research. The process of the observation refers to the activity of giving total concern to research object by the sense. In this research, the concern of research is focused on the students' observable behavior pertaining to their understanding on English concrete nouns. The instrument used in this research is observation check list. In arranging this instrument, the researcher lists some students' observable behavior that indicates their understanding on English concrete nouns during presentation and Pictionary game.

Once the tests are done, they are then scored by the researcher. The scores of the test are the data required by this research. After the data are gathered, they are then analyzed and interpreted.

Data analysis is an important part of the research. It plays a significant role in the process of finding the research's result. Data analysis is an effort which is done by researcher to embrace the data accurately. Data analysis that was used in this research is quantitative, because the data that was gained were numeric and it conducted by using statistical validity. This validity is obtained as the result of comparing the result of the test and that of some other valid criterion. This procedure is, however, cannot be easily followed since such kind of criterion is not easy to find. There are two steps of analysis, they are:

1. Pre-requisite test

Before testing the hypothesis that is to compare the difference of students' academic achievement using t-test formula, there is a prerequisite test to know the legality of the sample. Here, the normality and homogeneity test are employed.

a. Normality test

Normality test were used to find out the data distribution normal or not. In this case, the researcher employed the chi-square, the steps of chi-square test as follow:

- Determining span (R) that is the bigger score is lessened the smaller score
- Determining many class interval (P)
- Making table of distribution frequency
- Determining class boundary (Bk) from each class interval
- Determining means $X_i(X)$
- Determining variants
- Determining Z score
- Determining chi-square
- Determining χ^2 table

- Determining distribution normality with criteria: if χ^2 value $> \chi^2$ table, so data is not in normal distribution, and if χ^2 value $< \chi^2$ table, so data is normal distribution
 - b. Homogeneity test
Homogeneity is used to determine that data homogeneity or not. The steps of the test as follows:
 - Determining means (\bar{x})
 - Determining variants (S^2) using
 - Determining F
 - Compare F_{value} with F_{table} . α (nb-1) (nk-1) and dk = (k-1). If $F_{\text{value}} < F_{\text{table}}$ so, the data is homogeneity distribution.
 - c. T-test
Technique statistic where used to determine significant compares (to compare mean score of group with mean score other group) is using t-test.
Hypothesis: H_0 and H_a .
 $H_0 = \mu_1 \leq \mu_2$
 $H_a = \mu_1 > \mu_2$
2. Analysis Phase End
- a. Normality Test
Steps normality second step is the same as the normality test on the initial data.
 - b. Homogeneity Test
Steps homogeneity second step is the same as the homogeneity test on the initial data.
 - c. Test Average (Right-hand Test)
Proposed hypothesis test in average similarity with the right test is as follows:
 $H_0 = \mu_1 = \mu_2$
 $H_a = \mu_1 > \mu_2$
Testing criteria that apply H_0 is accepted if $\text{count } t > \text{table } t$ with determine dk = $(1 n + 2 n - 2)$ and $\alpha = 5\%$ with opportunities $(1 - \alpha)$. Values for other t H_0 rejected.

DATA ANALYSIS

To find out the effectiveness of Pictionary game, between the students who were taught by using Pictionary game and the students who were not taught by using Pictionary game on concrete nouns, especially in SDN Sendangrejo III Ngimbang the researcher did an analysis of quantitative data. The data are obtained by giving test to the experimental class and control class after giving a different learning both classes.

The subjects of this research were divided into two classes. They are experimental class (IV A) and control class (IV B) of SDN Sendangrejo III Ngimbang. Test was given before and after the students follow the learning process that was provided by the researcher.

Before the activities were conducted, the researcher determined the materials and lesson plan of learning. Learning in the experiment class used Pictionary game, while the control class without used Pictionary game.

After the data were collected, the researcher analyzed it. The first analysis data is from the beginning of control class and experimental class that is taken from the pre test value. It is the normality test and homogeneity test. It is used to know that two groups are normal and have same variant. Another analysis data is from the ending of control class and experimental class. It is used to prove the truth of hypothesis that has been planned. The result of students' pre-test and post-test showed on the table as follows.

The Table List of Pre-Test and Post-Test Value of The Experimental and Control Classes

No	Pre-Test		Post-Test	
	Control	Experiment	Control	Experiment
1	40	40	67	67
2	48	52	67	77
3	64	60	70	83
4	68	60	81	90
5	44	52	75	77
6	52	44	73	73
7	48	48	70	80
8	44	48	63	73
9	52	56	73	77
10	60	48	63	67
11	48	64	67	80
12	68	68	70	77
13	52	64	84	93
14	68	64	73	70
15	48	44	81	83
16	48	44	84	90
17	56	56	75	87
18	56	52	75	87
19	56	68	78	90
20	40	40	78	93
Σ	1060	1072	1467	1614
N	20	20	20	20
X	53	53.6	73.35	80.70

According to the table of students' scores of pre-test and post-test the researcher knew that the data of the students' scores was categorized as heterogeneous data. The data showed that the student's scores of the test above was different one another. Although some of them got the same scores but place of the students' weakness was different.

The result of the table above was analyzed as follows:

- a. Analysis the data of pre-test
 1. The Normality Pre-test of the Experimental Class

The normality test is used to know whether the data obtained is normally distributed or not. Data normality of Experimental Class:

Max. Score = 68

Min. Score = 40

$R = 68 - 40 = 28$

$K = 1 + 3.3 \log 20 = 5,29$ or 6

Class length = $28/6 = 4,67$ or 5

$X = 53,6$

$s^2 = 83,192$

$s = 9,121$

With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square distribution table, obtained $X_{table} = 7, 81$. Because X^2_{count} is lower than X^2_{table} ($5,44889523 < 7,81$). Therefore the distribution list is normal.

2. The Normality Pre-Test of the Control Class.

Hypothesis:

Ho: The distribution list is normal.

Ha: The distribution list is not normal.

The computation of normality test:

Max. Score = 68

Min. Score = 40

$R = 68 - 40 = 28$

$K = 1 + 3.3 \log 20 = 5, 29$ or 6

Class length = $28/6 = 4, 67$ or 5

$X = 53$

$s^2 = 78, 943$

$s = 8, 885$

3. The Homogeneity Pre-Test of Experimental and Control Classes Test of hypothesis

The formula is used:

$$F = \frac{\text{BiggestVariant}}{\text{SmallestVariant}}$$

The Data of the research:

Variant	Experimental Classes	Control Classes
Total	1072	1060
N	20	20
\bar{X}	53,6	53
Variant (S ²)	83,192	78,943
Standard deviasi (S)	9,121	8,885

Based on the formula, it is obtained:

$$F = \frac{\text{BiggestVariant}}{\text{SmallestVariant}} = \frac{83192}{78943} = 1,053$$

With $\alpha = 5\%$ and $dk = (20-1 = 19)$: $(20-1 = 19)$, obtained *table F* = 2,15. Because F_{count} is lower than F_{table} ($1,053 < 2,15$). Therefore, H_0 is accepted and the two groups have same variant / **homogeneous**.

4. The average similarity test of Pre-Test of Experimental and Control Classes.

Hypothesis:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

Test of hypothesis:

Based on the computation of the homogeneity test, the experimental class and control class have same variant. Therefore, the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}}$$

$$S = \sqrt{\frac{(20-1)83193 + (20-1)78943}{20+20-2}}$$

$$= \sqrt{\frac{(20-1)83193 + (20-1)78943}{20+20-2}}$$

$$= 9,0037$$

Therefore the computation of t-test for Pre-Test value a follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{536-53}{90037 \cdot \sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$$= 0,2107$$

$$= 0,211$$

With $\alpha = 5\%$ and $dk = 20 + 20 - 2 = 38$, obtained *table t* = 1,68. Because t_{count} is lower than t_{table} ($0,211 < 1,68$). So, H_0 is accepted and there is no difference of the pre test average value from both groups.

b. Analysis the data of post-test

1. The Normality Post-Test of the Experimental Class

Based on the table above, the normality test:

Hypothesis:

H₀: The distribution list is normal.

H_a: The distribution list is not normal.

Test of hypothesis:

The computation of normality test:

Max. Score = 93

Min. Score = 67

$R = 93 - 67 = 26$

$K = 1 + 3,3 \log 20 = 5,29$ or 6

Class length = $26/6 = 4,33$ or 5

$X = 80,70$

$s^2 = 69,2224$

$s = 8,32$

With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square distribution table, obtained $X_{table} = 7,81$. Because X^2_{count} is lower than X^2_{table} ($7,597833 < 7,81$). Therefore, the distribution list is normal.

2. The Normality Post-Test of the Control Class

Hypothesis:

H₀: The distribution list is normal

H_a: The distribution list is not normal

Test of hypothesis:

The computation of normality test:

Max. Score = 84

Min. Score = 63

$R = 84 - 63 = 21$

$K = 1 + 3,3 \log 20 = 5,29$ or 6

Class length = $21/6 = 3,5$ or 4

$X = 73,35$

$s^2 = 40,1956$

$s = 6,34$

With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square distribution table, obtained $X_{table} = 7,81$. Because X^2_{count} is lower than X^2_{table} ($2,812405 < 7,81$). Therefore, the distribution list is normal.

3. The Homogeneity Post-Test of the Experimental and Control Classes.

Test of hypothesis

The formula is used:

$$F = \frac{\text{BiggestVariant}}{\text{SmallestVariant}}$$

The Data of the research:

Variant	Experimental Classes	Control Classes
Total	1614	1467
N	20	20
\bar{x}	80,70	73,35
Variant (S ²)	69,2224	40,1956
Standard deviasi (S)	8,32	6,34

Based on the formula, it is obtained:

$$F = \frac{\text{BiggestVariant}}{\text{SmallestVariant}} = \frac{69,2224}{40,1956} = 1,7221$$

With $\alpha = 5\%$ and $dk = (20-1 = 19)$: ($20-1 = 19$), obtained *table F* = 2,15. Because F_{count} is lower than F_{table} ($1,7221 < 2,15$). Therefore, H_0 is accepted and the two groups have same variant / **homogeneous**.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

$$\begin{aligned} S &= \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}} \\ &= \sqrt{\frac{(20-1)692224 + (20-1)401956}{20+20-2}} \\ &= 7,3966 \end{aligned}$$

Therefore the computation of t-test for Pre-Test value a follows:

$$\begin{aligned} t &= \frac{\bar{x}_1 - \bar{x}_2}{S \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{8070 - 7335}{73966 \cdot \sqrt{\frac{1}{20} + \frac{1}{20}}} \\ &= 3,142 \end{aligned}$$

From the computation above, the t-table is 1.68 by 5% alpha level of significance and $dk = 20 + 20 - 2 = 38$. T-value was 3,142. So, the t-value was higher than the critical value on the table ($3,142 > 1,68$).

From the result, it can be concluded that using Pictionary game is more effective than without using Pictionary game in teaching concrete nouns. The hypothesis is accepted.

DISCUSSION

The result of the research shows that the experimental class (the students who are taught using Pictionary game) has the mean value pre-test was 53,6 and post-test was 80,70. While the control class (the students who are taught without using Pictionary game) has the mean value pre-test was 53,0 and post-test was 73,35.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the critical value. The value of t-test is 3,142, while the critical value on $t_{0,05}$ is 1,68. It means that using Pictionary game more effective than without using Pictionary game in teaching concrete nouns.

CONCLUSION

Based on the finding and discussion in chapter IV, it could be concluded that the use of Pictionary game as technique in the teaching concrete nouns was effective. It was proved by the obtained score of t-test.

The t-test showed that t-score 3,14 were higher than t-table 1,68. It meant that H_a was accepted and H_o was rejected. Since the t-score was higher than the t_{table} , there was a significance difference in the achievement between students in class IV A who were taught concrete nouns using Pictionary game as technique and students in class IV B who were taught concrete nouns without using Pictionary game as technique. The average score of experimental group was 80,70 and the average score of control group was 73,35. It meant that the experimental group (class IVA) was better than the control group (class IVB).

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THE APPLICATION OF THE INNOVATIVE TEACHING FOR TOEFL IBT PREPARATION AT ENGLISH FIRST KAYUN SURABAYA

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Abstract: Since TOEFL is sat by students before being successfully admitted into various higher institutions of education at tertiary level around the world, they should reach and achieve a satisfactory pass in the examination. It is an instrument to determine students' ability to carry out their programs of study in English. The TOEFL internet-based testing (iBT) measures the ability in using and understanding of English. It also assesses reading, listening, writing and speaking, focusing on integrating the four skills. The examination measures students' ability to use English language as a tool to communicate effectively in academic settings. TOEFL iBT is also being taken by those who want get automaticity for a promotion in their respective jobs and application for visas. Therefore there is a necessity for lecturers to find out an innovative teaching model to use for their consumption. A model that should be effective and innovative in the learning and teaching of English for foreign language learners that caters for local needs. This research is to find out the innovative teaching and learning of English at English First (EF) which is situated at Kayun, Surabaya. There are many other institutions that offer TOEFL iBT preparation. However, EF is chosen because of the teaching strategies are unique in a way that the practitioners are very experience and they themselves are native speakers of English. It is hoped that this study should be a fruitful effort in finding a good model for teaching English to students who are motivated to learn and yet find it difficult to master the language in a non-English environment. This study also aims to give more description or information about the implementation of the innovative teaching of TOEFL iBT examination for the lecturers in Adi Buana University in their English language proficiency courses. The instruments used for this study are interviews, classroom observations and field notes.

Keywords: *innovative teaching, TOEFL iBT preparation*

INTRODUCTION

TOEFL is known by various higher education institutions around the world as the assessment instrument to determine students' ability to carry out their programs of study in English. The TOEFL iBT measures the ability in using and understanding English. It also assesses reading, listening, writing and speaking, with focus on integration the four skills. The test measures students' ability to use English language communicatively in academic settings. TOEFL iBT is accessible for students who want to further studies at tertiary level, especially to get scholarships abroad. Besides, it is also taken by workers for their job promotion and applying for visas.

There are many institutions that offer TOEFL iBT test in Surabaya. One of the institutions is English First (EF), located in Kayun, Surabaya. This institution is unique from the rest because it implements an innovative teaching and engaging learning experience for TOEFL iBT course. For other institutions they may have their own ways of implementing this course.

Two native speakers from England and America who are teaching on this TOEFL iBT course are considered as experienced practitioners. They apply an innovative teaching approach for this course. This research focuses on the application of innovative teaching in TOEFL iBT preparation being used by two senior practitioners at EF Kayun. They come from England and America. The researchers observe the implementation of innovative teaching in TOEFL iBT Preparation test used by them while teaching the pathway level. There are seven students aged around 20-30 years old.

The aim of this research is expected to find out how the practitioners implement innovative teaching for TOEFL iBT preparation and also to find out the teaching techniques and procedures in teaching TOEFL iBT. Furthermore, it is also hoped that it will be benefit and provide positive feedback to Adi Buana University for the implementation of the English Proficiency test.

This research is beneficial in shedding lights on lecturers' awareness on the implementation of innovative teaching in preparing the TOEFL iBT examination. It is also expected to give contribution to the field of English teaching by providing various techniques of teaching TOEFL iBT preparation. The researchers hope the results of this study can enrich the variety of teaching techniques applied by the English Department lecturers in class in order to motivate their students during English Proficiency classes.

THEORITICAL FRAMEWORKS

The Introduction of TOEFL

When the first TOEFL test was developed, linguistic theories envisioned language competence as a set of separate components such as grammar, vocabulary and comprehension (Carroll, 1961; Lado, 1961). In the 1970's, the second major stage of TOEFL development, attention turned to the expansion of the TOEFL construct to include speaking and writing. A multiple choice TOEFL test that assessed reading, listening, and structure and written expression continued to be administered to all candidates until now. There are three types of TOEFL namely paper-based TOEFL, computer based TOEFL, and internet based TOEFL. To

differentiate these three types of TOEFL, English Practice (2015), one of the English websites in learning English online has given the following information below:

1. Paper-based TOEFL

Until 1998 everybody had to take the paper-based TOEFL test. It has three parts – listening comprehension, reading comprehension and grammar. Answers had to be marked with a pencil. The maximum score you could get in the TOEFL PBT was 677.

2. Computer based TOEFL

The computer based TOEFL test was introduced in 1998. The maximum points you can score in the TOEFL CBT is 300. The TOEFL CBT has four sections – listening, grammar, reading and writing. The listening comprehension and grammar tests are adaptive. That means the kind of questions you get depends upon your level of English. Just keep in mind that questions that are easy to answer carry less points. You will know your TOEFL CBT score instantly. Official results are available in 14 days. Don't rush through the questions. Remember that after you have given your answers, you can't change them.

3. Internet based TOEFL

The internet based TOEFL (iBT) was introduced in 2005. It has four sections – listening, speaking, reading and writing. Note that the speaking test is not included in the paper based and computer based TOEFL. There are integrated tasks in the TOEFL iBT. That means some of the questions require you to combine more than one skill. For example, sometimes you will have to read a question and then speak in response. As you may have noticed, the TOEFL iBT doesn't have a section on grammar.

Nowadays, TOEFL has become one of the requirements in any of aspect of the education as well as in the working places. In the last decade, most of the universities in Indonesia and abroad give a requirement for the students before they graduated, they have to accomplished the TOEFL test and achieve a higher score. But most of the students in Indonesia have difficulty in understanding the TOEFL. Most of them were even failed to reach their target score. This is because the standard level of understanding of English of the people in Indonesia is still low. They received the twelve years of education with English as a supplementary inside especially about the grammar but they are still do not understand how to apply it in their daily life. This shows that many of the English teachers in Indonesia are failed in educating their students. But to some extent, there are some efforts which are done by some of the institutions to apply the best practice of the TOEFL test. Before they take the real test, they are offered some of the short courses which can help to enrich their background knowledge in the TOEFL. The good application of TOEFL test is supposed to be done in an interesting and fun way. This will raise the greater probability for the students to understand better about the TOEFL test.

What is TOEFL iBT?

According to Educational Testing Service (2015), the **TOEFL iBT** test is administered via the Internet. The TOEFL iBT test measures the ability in using and

understanding English at the university level. More than 30 million people from all over the world have taken the TOEFL test to demonstrate their English-language proficiency. The average English skill level ranges between Intermediate and Advanced. Those who can take TOEFL iBT Test are:

- Students planning to study at a higher education institution
- English-language learning program admissions and exit
- Scholarship and certification candidates
- English-language learners who want to track their progress
- Students and workers applying for visas

TOEFL iBT Test is approximately four hour tests and there are four sections.

It evaluates how well the students combine reading listening, speaking and writing skills to perform academic tasks. The first section is reading. It consists of 3-5 reading passages. It spends twenty minutes for reading passage and has 13 (thirteen) questions for each reading passage. Next is the listening section, it has 6-9 passages includes the conversations and lectures approximately 3-5 minutes and 5 to 6 questions. After the students are done with the reading and listening sections, they come to have a 10 (ten) minute break time. And then for the speaking section, there will be 6 (six) speaking tests. The students hear and read the reading passages and deliver the responses to the questions one by one through microphone and the responses will be recorded. Lastly is the writing test. There are two writing tasks, twenty minutes for the first test and 30 minutes for the second test. The students must type the essay by using computer.

Innovative Teaching Strategies

Innovation has been defined as “using knowledge to create ways and services that are new (or perceived as new) in order to transform systems. The outcome of innovation in ... education is excellence in ... the development of a culture that supports risk-taking, creativity and excellence” (Neuman, Pardue, Grady, Gray, Flobbins, Edelstein, & Herrman, 2009). The innovative teaching strategies applied by both practitioners for the study are based on the natural approach.

Natural Approach

The education institutions which administer the TOEFL test may apply to what is called as a natural approach. Terrell (1977) recommends the three guidelines for natural approach as follows:

- a. Students should be permitted to use L1 (with L2) in the initial stages of learning to comprehend L2;
- b. Students’ speech errors should not be corrected and
- c. Class time should be devoted entirely to communication experiences, relegating learning activities outside the classroom.

Based on the guidelines above, the Natural approach is one of the communicative approaches to language teaching of the present time. It is based on the work of Tracy Terrell and Stephen Krashen who published their book *The Natural Approach* in 1983. The book contains theoretical parts with regard to second

language acquisition theory prepared by Krashen, as well as sections on classroom implementations prepared by Terrell. Krashen and Terrell saw the approach as a, "traditional approach to language teaching [because it is] based on the use of language in communicative situations without recourse to the native language." (Richards & Rodgers 2001: 178). The approach focuses on input, comprehension, and meaningful communication and puts less emphasis on grammar, teacher monologues, direct repetition and accuracy. Based on this approach, the language teachers are demanded to implement engaging and fun language learning.

Activities and Materials

Within a natural approach, emphasis is placed on comprehensible input, meaningful communication and a relaxed classroom atmosphere. "To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions." (Richards & Rodgers 2001: 185) There is a gradual progression from "Yes/No" and simple display questions, to more complex and open questions. "There is nothing novel about the procedures and techniques advocated for use with the Natural Approach." (Richards & Rodgers 2001: 185); familiar activities like command-based activities, situation-based activities, and group-work activities focus on, "providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learner anxiety, and maximizes learner self-confidence." (Richards & Rodgers 2001: 185) The materials which are commonly used in a natural approach classroom aim at making activities and tasks as meaningful as possible -- they foster comprehension and communication. Authentic materials, like brochures or maps, as well as visual aids and games are used to facilitate acquisition and to promote comprehension and real communication among the learners.

Learner and Teacher Roles

The learner's role changes and develops during a natural approach implementation because there are various stages that the learner has to go through. The first stage is the pre-production stages where the learner is not forced to respond orally and is allowed to decide on his/her own when to start to speak. The next stage, the early-production stages, fosters short answers and the student has to respond to simple questions and to use fixed conversational patterns. In the speech-emergent stages the use of complex utterances emerges, for example in role plays or games. Another important role of the language acquirer is the role of, "a processor of comprehensible input which is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extra linguistic information." (Richards & Rodgers 2001: 186). The natural approach classroom allocates a central role for the teacher; he has several important roles. First, the teacher provides a constant flow of comprehensible input in the target language and provides non-linguistic clues. Second, the teacher has to create a harmonious classroom atmosphere that fosters a low affective filter. Third, the teacher decides on the classroom activities and tasks regarding group sizes, content, contexts, and materials. Finally, the teacher is responsible to, "communicate

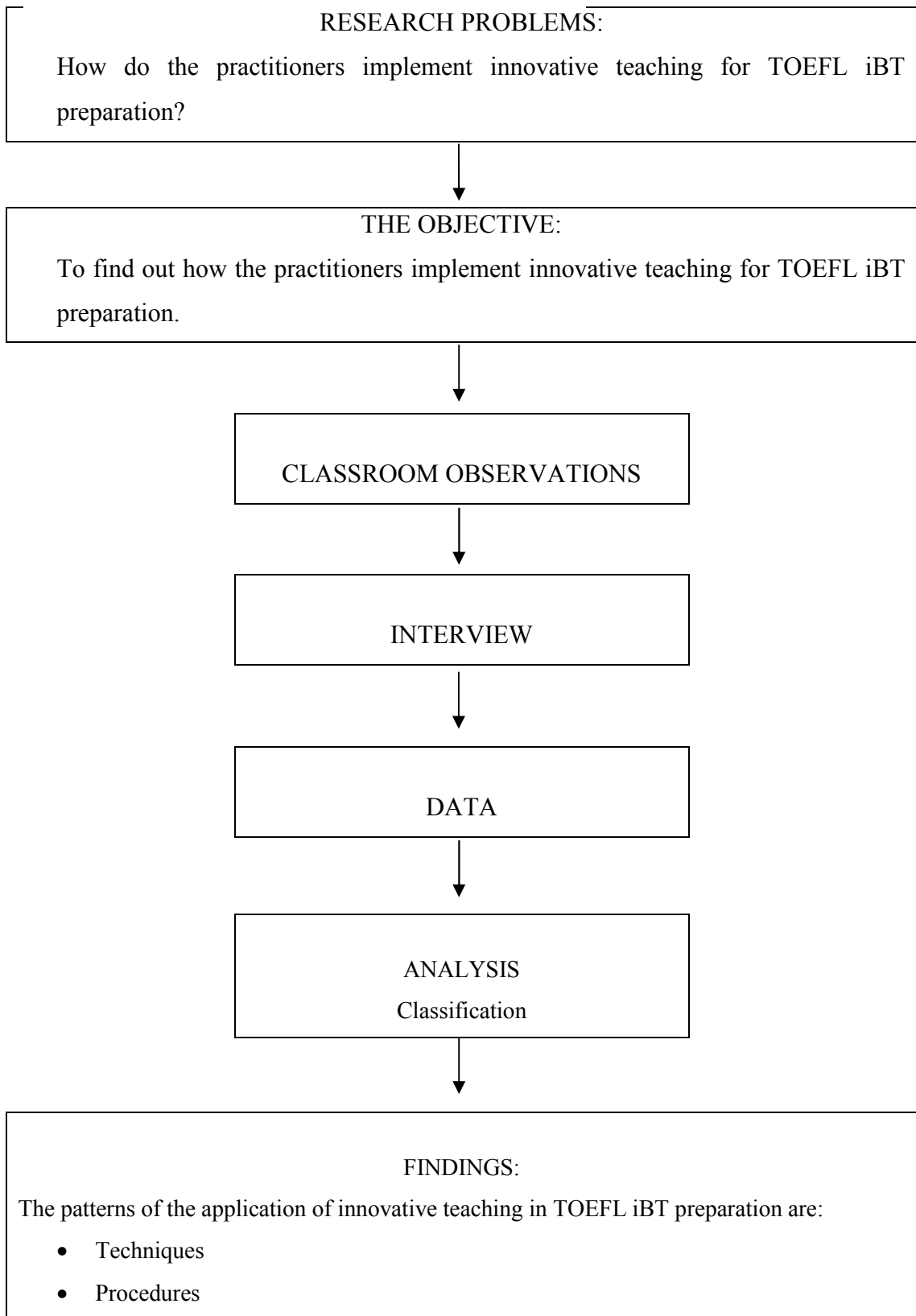
clearly and compellingly to students the assumptions, organizations, and expectations of the method." (Richards & Rodgers 2001: 188) Krashen and Terrell point out the importance of explaining to learners what they can expect and what not of the language course. So, the language courses here are functioned not only for transforming the knowledge but also to provide a well communication between the learners and the teachers. A good communication between teachers and students may help the greater understanding of the students toward the lesson taught. It will turn help them with the acquisition of the new language.

METHODOLOGY

Research Design

This study aims to find out the implementation of innovative teaching in TOEFL iBT preparation. The researchers use classroom non-participant observation. The researchers observe classroom for twenty six interactions. Two interactions are used for the pre-observation in order to get familiar with the practitioners and the students. After the observation, the researchers interview the practitioners at English First Kayun Surabaya. After collecting the data, the researchers analyze the data by classifying them into two parts: teaching technique and teaching procedures.

To give a clear picture of the logical process of this research, the structure of the research design is visualized as follows:



Setting

Since this study focuses on innovative teaching for TOEFL iBT preparation, the researchers select English First (EF) ,Kayun, Surabaya to be observed for this research. EF Kayun is located on Jl. Kayun 42, East Java, Surabaya 60271. EF is the world's largest English language training school and the centers for the study of English. EF is part of EF Education First, the world's largest private language training school, established in 1965 with the mission to break down barriers of language, culture, and geography that divide us. Within the EF network of 450 schools and offices in 54 countries, EF has helped more than fifteen million students learn English. The motto of EF is "stand tall and go further". EF understands the journey of learning a new language. It's about the best teachers, inspiring classroom environments, cutting-edge methodology, and constant innovation through research honed over 50 years of experience in the industry. With EF, the students learn how to talk to the world.

The role of the researchers

The role of the researchers is non-participant observation. They take field notes and interview the practitioners. In other words, as observers do sit in to see how the application of the innovative teaching of TOEFL iBT preparation works in the classroom.

Subject of the Research

The subjects of this research are the two senior practitioners at EF Kayun Surabaya. One is from England and another one from America. They have been teaching for more than ten years in this course. The researchers choose these practitioners because they are senior practitioners and most of their classes are dealing with preparation TOEFL and IELTS. Besides, these two practitioners have passed CELTA examination.

The Research Instrument

The researchers collect and analyze the data. Data collection is from the practitioners that they observe in the teaching and learning activities in the classroom on how the practitioners implement innovative teaching in TOEFL iBT preparation. The researchers perform observations of one class for twenty six interactions. The name of the class is Brighton for Pathway level. They also do the pre-observation for two times in order to get close with the practitioners and the students.

Besides, they interview the practitioners for information about their thoughts and their opinions about innovative teaching. When the researchers interview the practitioners, they use a structured interview in this study. The researchers also use field notes during the observation and interview.

Data Collection

The researchers ask permission from the Director of Studies in order to carry out this study. Then, they start the research during the teaching and learning hours in

the class. In collecting the data, they apply two kinds of procedures that are described as the following:

a. Observation

The researchers perform observations at Pathway level for twenty six interactions. The researchers also observe for two times for familiarization purpose with the practitioners and the students. The researchers take field notes during the observation. In class, the researchers write all the activities done by the teachers and the students. Pictures taking and video recordings are not allowed during the teaching process in class.

b. Interview

It is done at the last interaction in order to get the teachers' thoughts and opinions about TOEFL iBT. The purpose of doing interview is to gain more information about TOEFL iBT because the data from the observation is not sufficient. The type of the interview is a structured interview.

Findings

The findings present the actual teaching practice inside the classroom based on classroom observations from two senior practitioners at EF Kayun Surabaya: Spencer E Lemaich and Adam Williamson

Spencer E Lemaich

Spencer is from America who has had extensive teaching English as a second and foreign language experience. He has been teaching for almost ten years, yet all his teaching experiences were in countries outside the United States. He has a degree in International Diploma in English Language Teaching; he also has a CELTA with a good score. He learned his current teaching practice from methodology books, current research, formal education, teacher training and his personal teaching experience. Following is a table showing Spencer's techniques in teaching TOEFL iBT.

Table 1. Listening

Teaching Techniques	Teaching aids
1. Shouting dictation <ul style="list-style-type: none"> • Give the students some sentences related to the listening topic that common in the test, for example: a sleepwalker cannot get hurt; it is dangerous to awaken a sleepwalker. • Divide the students into two groups, each student from the two groups face on the white board. • Write it down the sentences that they heard from their friends. 	<ul style="list-style-type: none"> • Makers • Whiteboard
2. Listen to the song of "The Beatles" entitled She's Leaving Home <ul style="list-style-type: none"> • Fill in the blanks. • Answer the questions and give reasons. • Discuss the answer together with the whole students. 	<ul style="list-style-type: none"> • Song of She's leaving home • Handouts • Pen
3. Listen to a conversation paper 4 part 1 'Where? Why? What? Playing board	<ul style="list-style-type: none"> • Handout • Playing board

<ul style="list-style-type: none"> • Answer the questions based on the pictures given. • Say aloud the answer in turn 	
<p>4. Whispering</p> <ul style="list-style-type: none"> • Divide the class into two teams (A&B) and line up the players. • Whisper a message to the first person of both group A and group B. The game starts when both players know the message. • Each player whispers the message to the next player in his group successively until the last player gets the message. • The team which can repeat the message first and correctly receives a point. • The sentences are related to the listening passage, for example: Venus is farther away from Sun than Mercury but is hotter than Mercury; Clouds reflects sunlight away from Venus. 	<ul style="list-style-type: none"> • A piece of paper consists of sentences • Markers • Whiteboard
<p>5. Pragmatic Understanding</p> <ul style="list-style-type: none"> • Give the topics of conversation such as: Consultation Assignment, Consultation the Library, Conversation the Transcript, Zoology the Opossum, Astronomy Venus. • Give the example how to identify the question by listening again to part of the passage such as: Why does the speaker say this? What does the speaker mean? • Listen carefully to what the speaker says in the part of the passage that is repeated. • Draw a conclusion about why the speaker says it. 	<ul style="list-style-type: none"> • Lists of conversation • Computer • Headset

The listening techniques used by Mr Spencer are: shouting dictation, song of “The Beatles” entitled She’s Leaving Home, a conversation, whispering, and understanding the pragmatic.

Table 2. Speaking

Teaching Techniques	Teaching aids
<p>1. Plan the free-choice response</p> <ul style="list-style-type: none"> • Give the example of the question: What are the characteristics of a good neighbor? • Decode the question and develop supporting ideas. • Ask the students to use reasons and details to support the answers. For example: The two most important characteristics are friendliness and helpfulness. Friendliness because I want to live in a place where people are friendly. Helpfulness because it is important for neighbors to help in times of need. 	<ul style="list-style-type: none"> • Pen • Stopwatch/ timer • Paper • Handouts
<p>2. Make the free-choice response</p> <ul style="list-style-type: none"> • Start with a topic statement • Support the topic statement • Use transitions to show the ideas are related • The example of the question: Where would you like to be professionally in ten years? Use details to support your response. I would like to own my own business by getting masters in business, 	<ul style="list-style-type: none"> • Pen • Stopwatch/ timer • Paper • Handouts

<p>working in company while planning my business, and starting my own business when I am ready.</p> <ul style="list-style-type: none"> • After making the draft, continue answering the question with the complete sentences. In ten years, I would like to own an import business of my own. Next year, I will be starting a master's program in business with a specialization in entrepreneurship. I will be getting this degree because I hope to start my own business and make it successful someday. After I finish my master's degree three years from now, I will most likely take a position in another company for a few years to make some money and to spend some time planning my own business. Within ten years, I hope to own my own company and be on the way to making it a success. 	
<p>3. Plan the paired-choice response</p> <ul style="list-style-type: none"> • decode the questions • develop supporting ideas with key words such as: on the other hand, I want to mention • The example: Do you like to try new kinds of food or eat the same kind of food all the time? Use details and examples to support your responses. • The answer: I think I am the kind of person who tries new food, but I am not. I like to meet new people, go to new places, and try new things. I don't like to try new food. Time last week when I went to new restaurant but didn't try new food. 	<ul style="list-style-type: none"> • Pen • Stopwatch/timer • Paper • Handouts
<p>4. Speaking EF Board games for Pathway level</p> <ul style="list-style-type: none"> • Divide the students into groups • Each group gets speaking board games • Start rolling the dice and answer the questions. The questions are the example of the previous TOEFL iBT Test. 	<ul style="list-style-type: none"> • EF Board Games • Pointers • Dice
<p>5. Taboo Games</p> <ul style="list-style-type: none"> • Taboo means a word that cannot be used. The teacher prepares cards which contain of taboo words such as: <p style="text-align: center;"><u>Professor</u> class students University</p> • Divide the students into groups and each group has the leader. • The leader explains to the member of the students by using his own sentences. He must explain the underlined word but without saying the three words below. • If he wants to explain Professor, he can create a clue like: this person has done research in school and he has a higher degree, etc. Once, the leader mention one of the taboo words, the game is over. 	<ul style="list-style-type: none"> • Cards which consist of taboo words

The speaking techniques used by Mr. Spencer are: planning and making the free-choice response, planning the paired-choice response, using speaking EF Board Games, and taboo games.

Table 3. Reading

Teaching Techniques	Teaching aids
1. Understanding vocabulary from context <ul style="list-style-type: none"> • Identify the word or phrase that is closest meaning to.... • Understand the meaning of unknown word or phrase in the reading passage. • Find the word or phrase in the passage. • Read the sentence that contains the word or phrase carefully. • Look for context clues to understand the meaning. • Choose the answer. 	<ul style="list-style-type: none"> • Whiteboard • Handout • Pen • Marker
2. Simplifying meaning of sentences <ul style="list-style-type: none"> • Study the highlighted sentence carefully. • Break the sentence down into meaningful parts by looking for punctuation and transition expressions. • Read the context around the highlighted sentence. • Study the answer choices. • Eliminate the wrong answer. • Choose the best answer from the remaining choices. 	<ul style="list-style-type: none"> • Whiteboard • Handout • Pen • Marker
3. Inserting sentences into the passage <ul style="list-style-type: none"> • Identify the question by looking at the four squares. • Learn where to find the answer. • Have the understanding how to answer the question. 	<ul style="list-style-type: none"> • Whiteboard • Handout • Pen • Marker
4. Skimming <ul style="list-style-type: none"> • Read the title - it is the shortest possible summary of the content. • Read the introduction. • Read the first paragraph completely. • If there are subheadings, read each one, looking for relationships among them. • Read the first sentence to find the main idea. • Read the final paragraph completely. 	<ul style="list-style-type: none"> • Whiteboard • Handout • Pen • Marker
5. Scanning <ul style="list-style-type: none"> • Keep in mind at all times what it is you are searching for. • Anticipate in what form the information is likely to appear. • Analyze the organization of the content before starting to scan. • When you find the sentence that has the information you seek, read the entire sentence. 	<ul style="list-style-type: none"> • Whiteboard • Handout • Pen • Marker

The reading techniques used by Mr. Spencer are: understanding vocabulary from context, simplifying meaning of sentences, inserting sentences into the passage, skimming, and scanning.

Table 4. Writing

Teaching Techniques	Teaching aids
1. Planning before writing <ul style="list-style-type: none"> • Write the introduction. • Give supporting paragraph includes with examples, reason and personal story. • Write conclusion. 	<ul style="list-style-type: none"> • Paper to write • Pen • Questions to response
2. Brainstorming and individual writing <ul style="list-style-type: none"> • Mention some experiences related to travelling. • See the pictures on the handout and write down the ideas on the white board. • By writing the ideas on the whiteboard, the students have the ideas about what to write. 	<ul style="list-style-type: none"> • Whiteboard • Handout
3. Eliciting, clustering and drawing <ul style="list-style-type: none"> • Ask a question “What’s your dream?” • Write down on the whiteboard. • Imagine their past dreams. • Write a story outline with the list of sentences written on the whiteboard such as: what was your dream, what were you doing in your dream, where were you, etc. • Exchange their work with the person next to them. 	<ul style="list-style-type: none"> • Whiteboard • Journal writing
4. Brainstorming, browsing on the internet, group work writing and displaying <ul style="list-style-type: none"> • Ask the students to go the self access. • Write the word “Indonesia” on the white board and do brainstorming about Indonesia. • Browse from the internet in order to find some information about Indonesia such as: food, culture, sports. • Go back to the classroom and divide them into groups. • Make a booklet from A4 paper. • Display and publish the project of booklet. 	<ul style="list-style-type: none"> • Computers • A4 paper • Colorful cardboard

The writing techniques used by Mr. Spencer are: planning before writing, brainstorming and individual writing, eliciting, clustering and drawing, browsing on the internet, group work writing and displaying.

Adam Williamson

Adam is a native speaker of English from England who has been teaching at EF English First for almost eleven years. He has a CELTA and was a lecturer before he came to work at EF English First. Working at EF English First was a great experience to her in teaching English as a foreign language and he admits that he learned his current teaching practice from methodology books available at EF English First, from his CELTA training and also from colleagues who exchanges ideas in the teachers’ room from time to time. He is forty-five years of age and loves teaching English to

children and young adults. Below is a table showing Adam’s steps in teaching TOEFL iBT and an explanation about it based on the interview.

Table 5. Listening

Teaching Techniques	Teaching aids
1. Listen to a conversation entitled Geology (individual learning) <ul style="list-style-type: none"> • Open launch TOEFL sampler from the computer created by ETS. • Click a listening section. • Listen to the conversation and write some important notes on the paper. • Answer the eleven questions related to the conversation. • Discuss the answers together. 	<ul style="list-style-type: none"> • Launch TOEFL sampler • Headset • Computer • A4 paper • Pen/pencil
2. Listen to the song from Vitamin C “Graduation” (individual work and group discussion) <ul style="list-style-type: none"> • Fill in the blanks. • Discuss the message of the song. • Check the answers together. 	<ul style="list-style-type: none"> • Song of Graduation • Handouts • Pen
3. Rearranging sentences/paragraph <ul style="list-style-type: none"> • The students are asked to listen to the spoken text and make sentences to be true. 	<ul style="list-style-type: none"> • Handout
4. Picture Guessing <ul style="list-style-type: none"> • Listen to an oral text that was heard then the students are asked to guess the image. 	<ul style="list-style-type: none"> • Oral voice • A4 paper

The listening techniques used by Mr. Adam are: using a conversation, using song, arrange the sentences and using picture guessing.

Table 6. Speaking

Teaching Techniques	Teaching aids
1. Independent Tasks <ul style="list-style-type: none"> • Personal Preference: preparation time 15 seconds, respond the answers 45 seconds. The question about a person, place, object or event that is familiar, for example: what is your favorite holiday? Use reasons and details to support your response. • Choice: preparation time 15 seconds, response time 45 seconds. The students will be presented with two situations or opinions. The students will be asked which they prefer and they need to explain their choice. For example: Do you prefer to play sports or watch sports? Use reasons to support your response. 	<ul style="list-style-type: none"> • Pen • Stopwatch/timer • Paper • Handouts • Recording
2. Integrated Task <ul style="list-style-type: none"> • Read a passage about a campus-related issue • Listen to conversation on the issue in the reading passage • Summarize the speaker’s opinion within the context of the reading 	<ul style="list-style-type: none"> • Pen • Stopwatch/timer • Paper

<p>passage in oral</p>	<ul style="list-style-type: none"> • Handouts
<p>3. Using Warmers</p> <ul style="list-style-type: none"> • Ask the students to think what they would say based on the picture given. • Do it in pairs • For example: what's the matter? I got a headache 	<ul style="list-style-type: none"> • Handouts • Word games with English
<p>4. Pictionary</p> <ul style="list-style-type: none"> • Divide the class into two groups. Each group has a leader and is given a list of words, which only he and the teacher know. • Then, the leader should draw on the board and to make the other members shout a word. There is a time limit and it takes only three minutes for five words. • A group gets one point for each correct answer. When the first group is finished, the leader of the next group goes to the board and does the same process of drawing and guessing, and so on, until all the groups have finished. The group with the most point wins. • The example: <p style="text-align: center;"> Gate Helicopter Elephant Tiger Alarm clock </p>	<ul style="list-style-type: none"> • Pictionary Cards • Whiteboard • Markers
<p>5. Role play</p> <ul style="list-style-type: none"> • The teacher prepares role plays cards for the students • Before asking the students to perform a role play, the teacher prepares the students by reviewing the language point. The questions should incorporate the major parts of the role play and the vocabulary involved. After the question answer session the students should be comfortable with what they need to do. For example the language point of making request, asking for and giving information in a shop: <ol style="list-style-type: none"> a. <i>Could I have...?</i> b. <i>I'd like...</i> c. <i>Can I have...?</i> • For example: <p style="text-align: center;"> You go to a bookshop Greet the shop assistant as you enter You want a travel guide... ask where they are You also want a dictionary... ask where they are When you pay, ask for a receipt! </p>	<ul style="list-style-type: none"> • Cards which consist of role play situation

The speaking techniques used by Mr. Adam are: independent tasks, integrated task, using warmers, pictionary and role play.

Table 7. Reading

Teaching Techniques	Teaching aids
1. Recognizing referents <ul style="list-style-type: none"> • Identify the word X refers to.... • Locate the highlighted pronoun or adjective. • Try each of the nouns in the context around the highlighted word. • Eliminate any definitely wrong answers and choose the best answer. 	<ul style="list-style-type: none"> • Handout • Pen • Marker
2. Reading aloud <ul style="list-style-type: none"> • Read aloud the reading passage entitled “Supernova”. • Look up the difficulty words. • Answer the questions. 	<ul style="list-style-type: none"> • Handout • Pen • Marker
3. Reading silently <ul style="list-style-type: none"> • Read the passage entitled “Characteristics of Planet Venus” silently in the self-access. • Answer the questions with a limited time. • Check the answers from the computer after it is done all. 	<ul style="list-style-type: none"> • Handout • Pen • Marker • Computer
4. Skimming <ul style="list-style-type: none"> • Read the title - it is the shortest possible summary of the content. • Read the introduction. • Read the first paragraph completely. • If there are subheadings, read each one, looking for relationships among them. • Read the first sentence to find the main idea. • Read the final paragraph completely. 	<ul style="list-style-type: none"> • Whiteboard • Handout • Pen • Marker
5. Scanning <ul style="list-style-type: none"> • Keep in mind at all times what it is you are searching for. • Anticipate in what form the information is likely to appear. • Analyze the organization of the content before starting to scan. • When you find the sentence that has the information you seek, read the entire sentence. 	<ul style="list-style-type: none"> • Whiteboard • Handout • Pen • Marker

The reading techniques used by Mr. Adam are: recognize referents, reading aloud, reading silently, skimming and scanning.

Table 8. Writing

Teaching Techniques	Teaching aids
1. Mind mapping <ul style="list-style-type: none"> • Give a topic about Bali Bombing. • The students in pairs do the mind mapping what they know about the story of Bali Bombing. • Have a discussion with the whole class. 	<ul style="list-style-type: none"> • Small board • Markers
2. Make a booklet about famous places in Indonesia (write-pair-share)	<ul style="list-style-type: none"> • Crayons/colo

<ul style="list-style-type: none"> • Think a city in Indonesia individually. • Write what makes that city famous. • Share with his / her pair. • Draw the booklet and write down some details information about the city. 	<ul style="list-style-type: none"> • Pencils • A4 paper
<p>3. Running dictation</p> <ul style="list-style-type: none"> • Put students into groups of 3 or 4. For each group, post on the wall around the classroom, a piece of writing (maybe a selection of text in the lesson at that time). • One student is appointed as the secretary. The other students must “run” to where their piece of writing is on the wall and read it. Then run back and dictate it to the secretary who records it. Continue until one group is finished (but check that they got it right!). 	<ul style="list-style-type: none"> • Piece of writing • Double-taped
<p>4. Guided writing</p> <ul style="list-style-type: none"> • The students are given a certain topic • They have to write five paragraphs including introduction, three paragraphs for content and the conclusion • After writing the story, the students change their work to another student. • They give comment to each other • The teacher writes comment also dealing with the essay 	<ul style="list-style-type: none"> • Jumbled pictures • Colorful cardboard • Scissors • Glue • Markers • Notice board • Push pins

The writing techniques used by Mr Adam are: mind mapping, make a booklet, running dictation, guided writing.

After doing the observations at EF Kayun Surabaya, the researchers conclude that teaching English especially for TOEFL iBT Preparation needs effective techniques that could help to guide the students to prepare for the TOEFL iBT test better. Also, no matter what the background of education is, every practitioner has his own teaching style of teaching in class. Likewise these two senior practitioners Spencer and Adam who teach TOEFL iBT Preparation, they also have different kinds of teaching techniques in delivering their lessons.

CONCLUSION

At EF Kayun, the practitioners use various kinds of teaching techniques which have certain procedures and have been supported by different teaching aids. The techniques and the teaching aids used by the practitioners are used in different procedures. A brief summary between two senior teachers in teaching TOEFL iBT Preparation Test can be seen from the following table below.

Comparison between Spencer and Adam

Teaching Skills	Spencer	Adam
Listening	<ul style="list-style-type: none"> • Shouting Dictation • Song • Conversation • Whispering Games • Pragmatic Understanding • Individual working • Group working 	<ul style="list-style-type: none"> • Conversation • Songs • Arrange sentences • Pictures guessing
Speaking	<ul style="list-style-type: none"> • Planning, making the free-choice response • Plan the paired-choice response • EF Speaking Board Games • Taboo Games • Group working 	<ul style="list-style-type: none"> • Independent Task • Integrated Task • Warmers • Pictionary • Role play • Individual learning • Group work
Reading	<ul style="list-style-type: none"> • Understanding vocabulary from context • Simplifying meaning of sentences • Inserting sentences into the passage • Skimming • Scanning • Individual working 	<ul style="list-style-type: none"> • Recognizing referents • Reading aloud • Reading silently • Skimming • Scanning • Individual working
Writing	<ul style="list-style-type: none"> • Planning • Brainstorming • Eliciting • Clustering • Drawing • Pair working • Group working • Displaying • Browsing from the internet 	<ul style="list-style-type: none"> • Mind mapping • Write-pair-share • Running dictation • Guided writing

The researchers also conclude that the reasons of using the techniques, the teaching aids and the procedures to teach TOEFL iBT should be a model for teaching and motivate the students in the preparation for TOEFL iBT in class and achieve higher scores.

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WEB ONLINE: EMPOWERING THE STUDENTS' PRONUNCIATION

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Abstract: As an important component in the context of teaching EFL, pronunciation is considered as one of the core language parts in the achievement of successful learning English. Pronunciation plays an important role in conducting the students how to speak some English words appropriately. Some students are often interfered by English pronunciation. They are difficult to define how to pronounce English words well. On the other hand, by pronouncing English words accurately, the students can expand their communication efficiency. Helping the students hear and produce English sounds is one of main tasks of English teachers to develop the students' English competence.

This research aimed at investigating how to teach English pronunciation through *Web Online*. The research was conducted to the eleventh graders of vocational high school in Academic Year of 2015/2016. This research was Classroom Action Research (CAR). The implementation of the technique was carried out in six meetings in two cycles (each cycle was three meetings). The results of the research showed that there were: (1) improvement of the students' mean score in pronunciation test. It indicated that *Web Online* brought positive improvement on students' pronunciation. (2) Improvement of the students' involvement during the process of learning English. By analyzing the data of questionnaire and observation checklist, the researchers found that most of the students had positive response in learning pronunciation. Derived from the findings, it can be concluded that *Web Online* has improved the students' pronunciation in the process of learning English. It theoretically and practically helps students pronounce English words better.

Keywords: *pronunciation, web online*

INTRODUCTION

As an area of language teaching, teaching English pronunciation is the main important in teaching English in the classroom. Unfortunately, most English teachers avoid teaching English pronunciation. There are so many textbooks and

instructional manuals available, as well as books on the theories and methodologies of language teaching. However, it is little on learning pronunciation so that the teachers are difficult to find some references regarding to learning pronunciation. On the other hand, trying to imitate native pronunciation is a challenging task for any students to learn English as a foreign language. Some non-native speakers are struggling to pronounce English words accurately. They are sometimes better at imitating sounds and speech patterns.

In addition, teaching pronunciation is on going process to the classroom in order to introduce the students how to pronounce the English words or sentences. Through modeling, the students can concentrate how the sounds formed, how words are stressed, and what intonation is exist. The students can become intelligible English speaker if the teacher always exposures the students' pronunciation and asks them to practice as many they want in order to help them pronounce English words or sentences better than before.

Teaching pronunciation is not only about how to fix errors but also how to speak English words. The aim of teaching pronunciation is to help students become more aware of what English sound like so that they can pronounce it themselves as practicing activities in the classroom and their everyday use of the language outside the classroom. Therefore, model and practice are needed in teaching pronunciation. It might be reading aloud into teaching pronunciation. Reading is regarded as a major source of comprehensible input (Ellis, 1994: 23). And "listening is critically important activity." (Troike, 2006: 159). Therefore, there must be plenty of listening and reading practice in the class. And, the teachers cannot expect their students to pick up sounds and intonation patterns instantly; instead, we should give compliment to them on their efforts. Learning pronunciation requires an enormous amount of practice to the students. Varying the activities and materials would make the students had desire to learn (Harmer, 2007: 20). By providing *web online*, the teacher can motivate the students to learn English pronunciation. It is taught through imitation. The students listen a model (*web online*), then they imitate a model.

The teacher can record the students' pronunciation through reading aloud. The teacher asks them to do their best to approximate the model through imitation and repetition. The teacher can also allow the student to initiate pronunciation practice by selecting the items or text to practice and deciding the amount of repetition needed. "It will be a pleasure and a positive experience to try various exercises, tasks, and classroom activities"(Yagang, 1994: 194).

In fact, the problem of the students in pronunciation was indicated by asking the students to read the text aloud. Finding the problems arise, the researchers conducted preliminary study. The students' mean score of pronunciation test in class was 31.31 (very poor level). The researchers also found the problems that the students were still difficult in spelling words, pronouncing speech sound, identifying the stress and rhythm of sentences. Concerning the issues, the researchers assumed that there were many ways for empowering the students' pronunciation. They could discuss the concept of teaching pronunciation in class and try to discover the appropriate modeling for the students.

In accordance with the problems above, the researchers should find the appropriate material, tool, and lessons in teaching pronunciation. "Lessons which always consists of the same routine, patterns, and formats have been shown to

lead to a decrease in attention and an increase in boredom” (Spada and Lighthown, 1999: 57). That is why the researcher has to give the students more exercises, tasks, activities and materials in learning pronunciation.

One of the ways for empowering the students’ pronunciation that is recommended by many books about teaching EFL in general and teaching pronunciation in particular is *web online* with provides several speakers. *Web Online* is a tool to help the students learning English. At present, there are more than one million *web online* available on the Internet. Through *web online* technology provides a variety of learning opportunities for students to learn language.

RESEARCH METHOD

This was Collaborative Classroom Action Research (CAR), through *web online* to empower the students’ pronunciation of the XI graders of SMK Taman siswa 2 Probolinggo. The subjects were 10 students of XI-TKJ class in the third semester of 2015/2016 that consists of seven males and three females. The consideration of choosing the subjects based on the preliminary study. It showed that the students had problems in pronunciation. In this research, the researchers used *web online* for practicing pronunciation. The purpose of using audio in *web online* as modeling is to give the opportunity to the students to listen the text in different voices and accents (Ur, 2000: 109).

In this research, the teaching pronunciation used *Im Translator* as modeling speaker to the student how she or he pronounced English words and sentences well.

The criteria of success in this research were emphasized on the process and the score of pronunciation test. The criteria of success were described in Table 1.

Table 1 The Criteria of Success

The Criteria of Success	Data Source	Instruments of Data Collection
The Process:		
- 70% students of class XI-TKJ responded positively during the teaching process.	- The students’ statement toward the teaching process.	- Questionnaire
- 70% students of class XI-TKJ were involved during the action	- The students’ involvement in the class activities. - The record of the students’ involvement during the teaching process.	- Observation Checklist - Field Notes
The Score		
- The students’ mean score of the class on pronunciation test improved into fair level. (See Table 2)	- The students’ score on the pronunciation test.	- Pronunciation Test

The researchers decided the scoring level of students' mean score to identify the students' improvement in pronunciation test (see Table 2). Burns (2010: 8) says that the teacher should consider what kind of investigation is possible within the realities of the situation in the process of teaching and "what potential improvement you (the teacher) think is possible."

Table 2 The Scoring Level of the Students' Mean Score Improvement in the Class

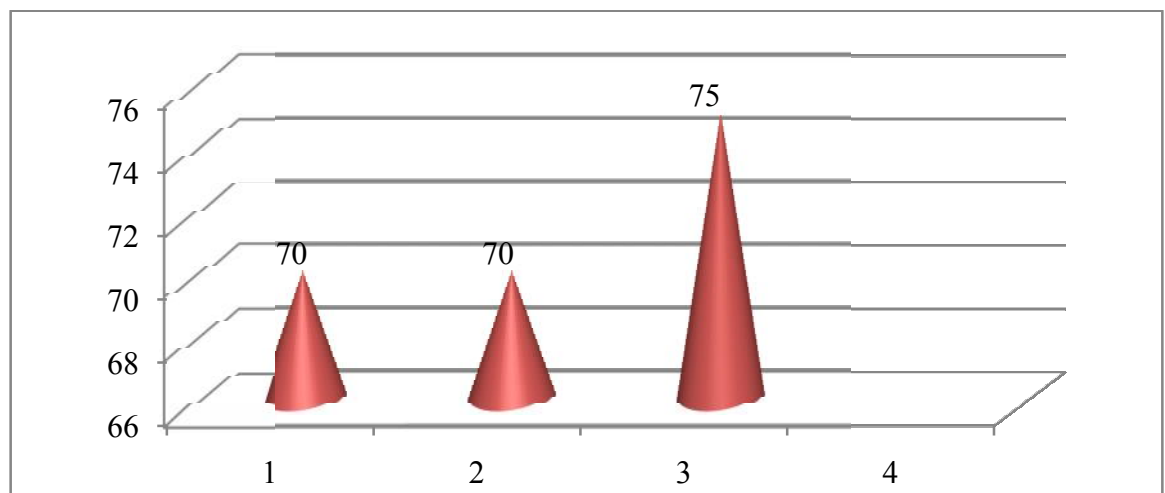
LEVEL	SCORE
Excellent	91-100
Very Good	81-90
Good	71-80
Fair	61-70
Poor	41-60
Very Poor	0-40

The researchers implemented the activities procedures of teaching pronunciation. First, the teacher provided several texts to the students. The students read the text and identified unfamiliar words. Additionally, the teacher gave the explanation about *Im Translator*. After that, the students listened the English sound of words and sentences through *Im Translator*. The students could listen as many as possible needed as well as record their voices in pronouncing English words and sentences. The last activity, the teacher and the students could listen their own pronunciation to get feedback and correction.

RESEARCH FINDINGS

The Students' Involvement during the Teaching and Learning Process

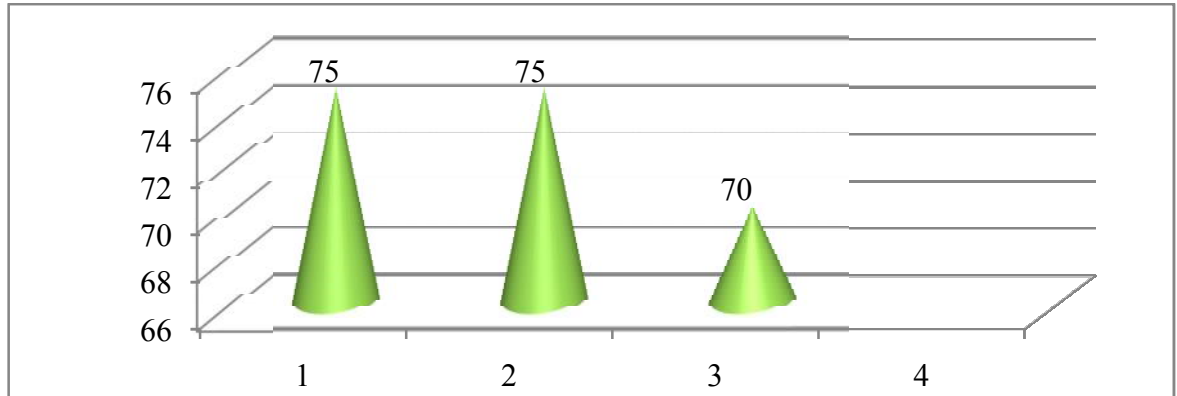
Figure 1 The Percentage of Students Involvement in Each Meeting in Cycle 1



Based on the data in cycle 1 above, it could be seen that the students' involvement (percentage) in classroom was 70% in the first meeting and the second meeting. In the third meeting, the students more participated to listen the

text. They were eager to pronounce English words and sentences through *web online*

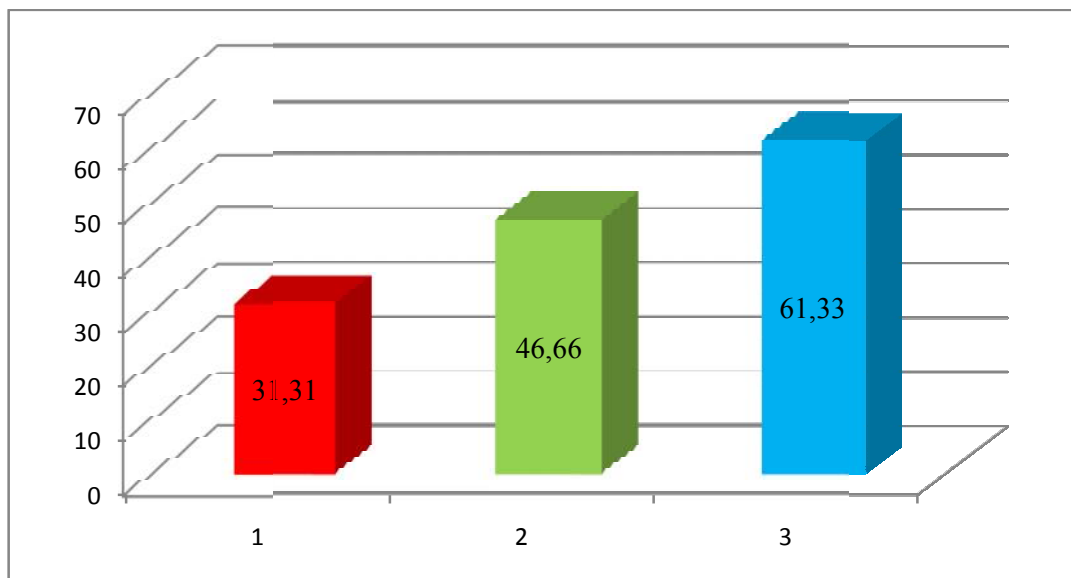
Figure 2 The Percentage of Students Involvement in Each Meeting in Cycle 2



Based on the data in cycle 2 above, it could be seen that the students' involvement (percentage) in classroom was 75% in the first meeting and the second meeting. In the third meeting, the students less participated to listen the text. There were some factors affecting the students' participation in listening text. They felt bored and exhausted in the activities of learning pronunciation in the classroom. In conclusion, the percentage of students' involvement was 70%.

The Students' Achievement in Pronunciation Test

Figure 3 The Progress of the Students Mean Score



It could be seen from the data above that there was increased in the result of students' mean score in pronunciation test. Students' mean score in preliminary study (number 1) showed 31.31; students' mean score in pronunciation test in cycle 1 (number 2) showed 46.66. The process of teaching pronunciation still

continued to the second cycle since the result of students' mean score in cycle 1 could not achieve the criteria of success of students' mean score. Finally, the students' mean score in pronunciation test in cycle 2 (number 3) had improved. It showed 61.33.

The Students' Response and Feeling

Table 3. The Students' Response and Feeling

NO	Students' Response	Responses				
		Strongly Like	Like	Neutral	Dislike	Strongly Dislike
1.	Students' opinion toward learning pronunciation activities.	50%	50%	-	-	-
2.	The students' participation toward learning pronunciation activities.	30%	70%	-	-	-
3.	The students' feeling (like) toward learning activities.	10%	80%	10%	-	-
4.	The students' opinion about their pronunciation after using <i>web online</i>	20%	80%	-	-	-
5.	The students' opinion about self and pair evaluation.	20%	80%	-	-	-
6.	The students' opinion about having discussion with the teacher.	10%	90%	-	-	-
7.	The students' opinion about their English pronunciation (having better than before)	30%	70%	-	-	-
8.	The students' opinion toward feedback from the teacher.	30%	70%	-	-	-

To sum up, from the data on the students' response toward the use of the *web online* that had been presented, the researchers found that most students gave positive response toward *web online* in empowering the students' pronunciation. The average percentage of the students' positive response is 73.75%.

DISCUSSION

The findings of this research showed that the use of *web online* can empower the students' pronunciation. As it identified in preliminary study, the students had problem in pronunciation. This happened because of various reasons from speech sound, stress patterns, intonation and rhythm. The students stated that the cause of their low in pronunciation proficiency was read text by themselves without giving any practical example of how to pronounce English words and sentences accurately.

The use of *web online* in teaching pronunciation gave chance for the teacher to increase the students' involvement in the class activities. By grouping (in pair) the students also played an important role in making the students active in the class activities, particularly when they had peer evaluation. In addition, the use of *web online* made the students interested in reading aloud. This was caused by the procedures or the stages applied in the teaching pronunciation instruction. In this teaching pronunciation, the focus was not merely the final pronunciation test, but also the process of producing sound of English words and sentences which was done by the students themselves. Hence, the students were motivated in doing every activity in this learning pronunciation.

In relation to the teaching pronunciation, it is noted that *web online* also played important role in modeling activity. In this stage, the students were stimulated with *web online* of native speaker pronunciation to get the imitation and repetition.

Due to the fact that *web online* was helpful for the students to get the idea of how producing English sounds by reading aloud. The teaching pronunciation using *web online* made the students understand not only the speech sound but also stress, intonation and rhythm.

In conclusion, the result of the analysis showed that *web online* could be applied in teaching pronunciation. *Web online* itself could stimulate the students' interest so that they were more motivated in joining teaching and learning pronunciation process. Therefore, it could be stated that the use of web online was successful in empowering the students' pronunciation of the eleventh graders of SMK Taman siswa 2 Probolinggo.

CONCLUSION AND SUGGESTION

The result of the use of *web online* in this research showed that the students' pronunciation had improved. It can be seen from the mean score of the class, it was 61.33. The mean score had improved to *fair* level. The improvement means that the criteria of success, in terms of its pronunciation test had also been achieved.

In terms of students' response, the students' positive response towards learning pronunciation activities improved. The percentage of the students who gave positive response was 73.75%.

Related to the students' involvement in doing the activities in classroom utilizing *web online*, the average percentage was 71.66% in cycle 1 and 73.33% in cycle 2. It means that it had met the criteria of success in terms of its process. In other words, the teaching pronunciation utilizing *web online* was helpful for the students. Moreover, the students were so excited with the use of *web online* as modeling pronunciation.

Table 4 Summary of Learning Activities of Teaching Pronunciation through *Web Online*.

ACTIVITIES	TEACHER ACTIVITIES	STUDENTS ACTIVITIES
EXPLORATION ACTIVITIES	The Identification of Key Words	
	<ul style="list-style-type: none"> - The teacher provides several texts. - The teacher gives leading questions to introduce unfamiliar/ new words to the students. 	<ul style="list-style-type: none"> - The students read the texts. - The students answer the teacher's question to know more about unfamiliar/ new words.
ELABORATION ACTIVITIES	Modeling Pronunciation through <i>Web Online</i>	
	<ul style="list-style-type: none"> - The teacher asks the students to listen text produced by <i>Web Online (Im Translator)</i>. 	<ul style="list-style-type: none"> - The students listen text as many as possible needed.
	Practicing Pronunciation	
	<ul style="list-style-type: none"> - After listening, the students are asked to read the text to practice appropriate pronunciation (Reading aloud/recitation). - The teacher asks the students to record their pronunciation in order to self evaluate. 	<ul style="list-style-type: none"> - The students read the text individually. - The students can read the text in pair (one students reads the text and the other listen her/him to give evaluation) - The students listen her/his own pronunciation to self evaluate (self evaluation)
CONFIRMATION ACTIVITIES	Feedback and Correction	
	<ul style="list-style-type: none"> - The teacher gives feedback about learning English pronunciation. - The teacher guides the students to make conclusion about what they have learnt that day. 	<ul style="list-style-type: none"> - The students listen to the teacher's feedback and make conclusion.

Based on the research findings, some suggestions are proposed to improve the teaching and learning process, especially teaching pronunciation in the future.

Firstly, the findings of this research will give advantages for the English teachers. The result of the research is one of the solutions for the teaching problem related to empower the students' pronunciation due to the fact that using *web online* is able to empower the students' pronunciation. As it has been discussed previously, *web online* can be used for the teachers in solving their students' problems in pronunciation.

Secondly, for further researchers, the findings of the research can be used as reference to conduct the further research related to teaching pronunciation. Moreover, future researchers are recommended to conduct a similar study on similar language component. Other researchers are also suggested to use this research as one of the references in conducting research with different levels of education and research design.

Related to the weakness identified during the teaching pronunciation, an improvement should be done. There are many webs online provided that can be used as a modeling to teach pronunciation.

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NURTURING STUDENTS' CRITICAL THINKING SKILLS BY USING SOCIAL MEDIA BASED E-PORTFOLIO

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Abstract: Integrating critical thinking and problem solving in daily classroom activities is vital for students as learning critical thinking leads students to develop other skills, such as a higher level of concentration, deeper analytical abilities, and improved thought processing. Meanwhile, portfolio is part of an alternative assessment needed in assessing both learning process and learning product. It can either include a record of students' achievement or simply document their best work (Nunes, 2004: 327). Integration of technology and education has made traditional paper-based portfolios turn to digital portfolios which are much more user-friendly and appealing to students, particularly those who are attracted to use social media in their daily lives. This paper aims to find out how e-portfolio helps nurture students' critical thinking skills. To achieve the objective, an action research involving planning, acting, observing and reflecting is conducted in pre-intermediate English for teen class. In addition, students' perception of using e-portfolio during their learning is also investigated.

Keywords: *critical thinking skills, alternative assessment, e-portfolio.*

INTRODUCTION

The 21st century learning requires teachers to integrate 21st century skills into their everyday instruction. Van Roekel (2012: 3) claimed 21st century most important skills known as four Cs; critical thinking, communication, collaboration and creativity should be put in classroom practice. As the Four Cs would ensure that students are better prepared to live in the global society of 21st century, the skills need to be fully integrated into classroom, including English language classroom.

Classroom practice of 21st century learning is no longer traditional and teacher-centred in which the teaching model has positioned students as passive receptors into which teachers deposit concepts and information. In other words, students must do more than just listen: they must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must employ in such higher-order thinking tasks as analysis, synthesis, and evaluation.

Besides integrating 21st century skills- the four Cs- in the classroom practice, 21st century learning also requires changes in assessment. In the language classroom, assessment has shifted from traditional authentic assessment to electronic or digital ones to enhance meaningful learning due to the fact that

students can relate these new strategies to their real lives experiences as 21st learners.

Portfolio is one of examples of authentic alternative assessment. According to Nunes (2004: 327) portfolio is an alternative assessment which can either include a record of students' achievements or simply document their best work. Portfolio also documents the students' learning process, and still others use it as a means of promoting learner reflection. Like paper-pen portfolio, e-portfolio has the same goal but it is a multi-media approach that allows learners to collect their work in variety of formats and go online (Richards, 2005: 103).

E-portfolio is considered more beneficial because it can be posted online, so that it is more accessible. It helps learners to access their portfolio anytime anywhere as well as learn and reflect from peers' portfolio (Shimo & Apple, 2004: 58). Another benefit of e-portfolios is that it facilitates collaboration, team work, and peer assessment under supervision of teachers, and peer assessment may result in deep, rather than surface, teaching (Williams, 1992 cited in Babae, 2012: 29).

Preliminary investigation in the EFL classroom being treated found that the two following main points need to be responded immediately, namely ; (1) authentic assessment in the form of e-portfolios to help learners meaningfully learn the lesson, (2) critical thinking skills for learners to live in the era of massive information explosion. To see how possible to integrate the two main points in the class, an action research is conducted to answer the following research questions; (1) how e-portfolio help learners nurture their critical thinking skills and (2) how they perceive e-portfolio as positive alternative assessment and help them be critical thinkers.

THEORITICAL FRAMEWORKS

Critical Thnking Skills

According to Rozakis (1998: 4) critical thinking is the ability to (1) solve problems, (2) make products that are valued in a particular culture,(3) be flexible, creative, and original, (4)think about thinking, (5)locate the appropriate route to a goal,(6)capture and transmit knowledge, and(7) express views and feelings appropriately. It is the thinking process through which people tend to gather knowledge, deconstruct the gathered knowledge and create new knowledge.

Research indicates that critical thinking is neither inborn nor naturally Acquired. Therefore, critical thinking *can* be taught and learned. Roekel (2012: 3) argues that teaching critical thinking and problem solving effectively in the classroom is vital for students. Learning critical thinking leads students to develop other skills, such as a higher level of concentration, deeper analytical abilities, and improved thought processing. Besides, learners who think critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically, and come to reliable and trustworthy conclusions. Therefore, it is highly important to initiate the development of students' quality of critical thinking (Qing, 2013: 7)

Social Media Based E-Portfolio as an Alternative Assessments and

Alternative assessment is introduced to determine the quality of students' work. These assessments which are authentic involve students in tasks that require the application of knowledge and skills in real life situations (Luongo, 2003: 7). They reveal what students can do with language, emphasizing their strengths instead of their weakness. Luongo (2003: 7) added that Authentic assessments offer real world challenges and frameworks, such as audiences, for demonstrating concepts and strategies that students have learned because the assessments are performance based which is graded and scored differently, they help teachers emphasize that the point of language learning is communication for meaningful purposes.

Recent technological advances bring undeniable benefits to language teaching and learning; moreover, they are generally well-received by 21st century learners. The idea of an e-portfolio is that it should include representative samples (best really) of a student's output, such as text, electronic files, images, multimedia, blog entries, and hyperlinks. An e-portfolio can be seen as a type of learning record that provides actual evidence of achievement which is much more users friendly and appealing to students, particularly those who are engrossed and attracted to use social net-works in their daily lives (Babae, 2012: 30). There has been a rapid increase in the use of social media sites, such as Twitter, Facebook, youtube, link in (Hockly, 2011), therefore Social Medias can be used in education and teaching to achieve meaningful learning due to the fact that they are parts of learner's everyday lives, hence connection of daily experiences with education and learning can foster and progress learning.

In a qualitative study exploring English as Foreign Language (EFL) students' views on e-portfolios, Hung and Huang (2007: 313) found that learners positively perceived e-portfolios, particularly for raising metacognitive and affective awareness and providing multi-dimensional perspectives on evaluation. However, in a recent evaluation of e-portfolios, Devanas (2000: 34) warns that the use of e-portfolios needs to be carefully planned, designed and tested to become a truly effective teaching and assessment tool.

Social Media Based E-Portfolio for Nurturing Critical Thinking Skills

E-portfolios represent an exciting, challenging opportunity to deepen learners' engagement with their learning and to rethink their own relationship to pedagogy in a truly 21st century context. In other words, e-portfolio promotes learners' active learning as it requires students to do meaningful learning activities and think about what they are doing. In language classroom, it is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Most experts agree that when students take an active role in the learning process the student's learning is optimized (Smart & Csapo, 2007: 235). Hewett (2005: 27) emphasizes that "*as a model for learner-centered classrooms, e-portfolios give students' ownership and responsibility for their own learning*"

Meanwhile, critical thinking which is reasonable, reflective, responsible, and skilful thinking that is focused on deciding what to believe or do, possibly

integrates into e-portfolio. However, Yudhiana & Cahozo (2015: 65) state that the important element to bear in mind is that critical thinking cannot be developed overnight, it is a process and as such there are many steps to be taken and therefore by doing purposive activities to nurture critical thinking skills after e-portfolio making may help learners develop these skills.

METHOD AND PROCEDURES

The Research Design

An action research study, which is classroom-based and teacher-initiated is applied. Action research is a process of study done by systematically collecting data on one's everyday practice and analysing it in order to come to some conclusions about what future practice should be. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers to be involved in the research to collect first-hand information (McNiff, 1993: 143; Atweb, Kemmis & Weeks, 1998: 17). There were two cycles conducted in the research.

Research Settings

Place of Research

The research was conducted in LBPP LIA Karawaci Tangerang (a private English course) in which students come to study English twice a week. The subject of the research was pre-intermediate learners of English for teens class (ET5). They are 13 to 14 years old youngsters.

Time of Research

This research was carried in term 1 of the 2015 Academic Year. It was during the teaching and learning of English in the classroom. The learning duration was 100 minutes. The class had 2 learning session in a week. There were four steps in this research: (1) planning, (2) acting, (3) developing, and (4) reflecting. The details of each activity are as follows:

Table 3.1
Time of the Research

No	Stage	Time
1	Reconnaissance & Planning <ul style="list-style-type: none"> • Identifying the problem and limiting the topic • Gathering Information • Reviewing related literature • Developing a research plan 	1st week – 3rd week of January 2015
2	Acting and Observing <ul style="list-style-type: none"> • Cycle 1 Creating Facebook group Doing after-upload Activities to nurture critical thinking 	3rd week of January – 2nd week of February 2015 (5 meetings, each meeting is 100 minutes)

	skills <ul style="list-style-type: none"> • Cycle 2 Continue doing after-upload activities to nurture critical thinking skills 	3 rd week of February – 2 nd week of March 2015 (4 meetings, each meeting is 100 minutes)
4	Reflecting 1 st reflection is after Cycle 1 2 nd Reflection is after Cycle 2 Report Writing	2 nd week of February 2015 2 nd week of March 2015 4 th week of March 2015

Procedures

Planning

In this stage, the teacher identified that the 14 students in ET 5 class, after giving them feedback during skill practice and summing up, still made same errors in pronouncing certain words and writing certain ideas. It seemed that they did not pay attention to the feedback given by the teacher. The next meeting the writer had a survey on them aiming at finding out whether (1) they keep the assignments they did after the teacher gave feedback, whether (2) they re-read and learn from the feedback and if (3) they are familiar with portfolio. From the survey, it was found out that 4 students keep the assignments, 7 students ignore them, 3 students throw/scatter them. 5 students said they just read it at a glance, 6 students said they do not look at the assignments again as they forgot where they put them, 3 students said they read the assignments again only when they are on the book. The writer was informed that 9 students do not know about portfolio and 5 students know but not really sure what a portfolio is.

Acting and Observing

During this stage, the writer observed that all students had smart phone, ranging from the lowest end to the highest one. Then, small surveyed was conducted to find out what they did with their smart phones. It is noted that the students used their phones to communicate with parents, search information from search engine for homework or assignments at school, and be exist in social media. The students were also avid social media user, 14 students had Facebook account, Whatsapps and twitter, 9 students had instagram, 5 students had Path and 13 students had BBM. Finally, the teacher and the students had an agreement to make a Facebook group, where they document their best works by uploading them after getting feedback from the teacher.

In this stage, the teacher started using social media Facebook to document students' best works as their e-portfolio. The teacher first started the lesson by lead in activities, followed by presentation and skill practice. The next step was summing up and assessment. All stages applied student-centered learning approach to ensure students' engagement in the learning so that active learning took place. At the end of the lesson, students were asked to go online and post their best work on the Facebook followed by activities to nurture critical thinking skills as well as ensure they read their friends' post on Facebook in the hope that they can learn from peers.

Reflecting

The Reflecting was conducted twice. The first one was after 5 meetings. There were some notes taken from the reflection, so that the teacher decided to continue the actions, with some additional activities to nurture critical thinking during the learning. At the end of cycle 2, reflecting resulted in giving students questionnaire and interview.

Research Instruments

Observation

The data recorded during an observation is called field notes, which functions as qualitative data. It helps gather more information and support the data findings. Creswell (2005: 211) believes that field notes during observation are the process of gathering open-ended, first-hand information by observing people and places at a research site. It is beneficial as it is the opportunity to record information as it occurs in setting, to study behaviour, and to study individuals who have difficulty verbalizing their ideas.

Questionnaire

After all the treatment was done, a questionnaire was distributed to the students. The questionnaire was used as instrument to measure the learners' attitude towards the activities during the intervention. The items were arranged in the Likert Scale in four gradations from 'Always' to 'Never'

Interviews

In addition to previous research instruments, interviews were also conducted. It is an important way to check the accuracy of the data collected, either by verifying or refuting them (Fraenkel & Wallen 2008: 445). The interview used open ended questions focusing on students' experiences doing e-portfolio and critical thinking activities.

Data Analysis

Observations

The analysis of the collected data taken from the observations was conducted after the data collection. The analysis process involve preparing and organizing the data from field notes, reducing the data into themes through a process of coding condensing the codes and finally representing the data in a narrative. (Creswell 2005: 232-234).

Questionnaires

The data from the questionnaires was calculated from the frequency of students' responses. For a clearer point of view in interpretation, the responses are splitted into two major responses: negative [right area] and positive [left area].

Interviews

The data from the interviews is considered as qualitative data. Creswell (2005: 231) mentions that the analysis of the data initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon (Creswell 2005: 231).

FINDINGS AND DISCUSSION

The findings and discussion are presented based on data collected from the field notes observation and question are and interview. In details, the findings are as described below.

Findings from Field Note Observation

As a result of field note observation, Students' Participations in E-portfolio and Critical Thinking Activities are presented in the following table.

Table 4.1
Students' Participations in E-portfolio and Critical Thinking
Activities

No	E-portfolio Assignment	Students' Participation		Critical Thinking Activities
1.	Work 1 (Dialog about Zodiac)	10 students (71%)	13 students (93 %)	Recognizing and Recalling (Read one of dialog presented by other pair and write facts from the dialog)
2.	Work 2 (Writing about Friends zodiac and personality traits)	11 students (79%)	12 students (86%)	Classifying (List all the personality traits from the posts and classify them into 5 most important traits and 5 least important traits and give reasons)
3.	Work 3 (Using quantifiers for countable/uncountable noun correctly)	12 students (86%)	13 students (93%)	Sequencing and Predicting (Write all the nouns posted by your friends, choose 10 items to bring for camping, Rank them from the most useful to the least useful ones)
4.	Work 4 (Writing alternative movie ending)	14 students (100%)	14 students (100%)	Inferring and Drawing conclusion (Read your friends'posts and answer the following questions: How many of you (1) want to see Nobita Marries Shizuka? (2)want to see Doraemon and Nobita live together ever after? (3) think the ending is happy? (4) think the ending is sad?
5.	Work 5 (Writing past experience; watching concert)	14 students (100%)	14 students (100%)	Evaluating (Choose one of your friend posts, find out sentences showing facts and opinion)
6.	Work 6 (grammar: Using Past continuous tense)	14 (100%)	13 students (93%)	Analyzing (each pair picks other pair's post, Pick 3 items/things from it, write description about

				them and ask classmates to guess what items you have picked)								
7.	Work 7 (Writing email, telling last weekend activity)	13 students (93%)	14 students (100%)	Analyzing (Pick one of your friends' posts, read, and read also your post, find differences and similarities between yours and theirs.								
8.	Work 8 (Writing a letter seeking for and giving advice)	14 students (100%)	14 students (100%)	Synthesizing (Pick one of your friends' posts, fill in this worksheet <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Showing sympathy</td> <td>.....</td> </tr> <tr> <td>Advice</td> <td>.....</td> </tr> <tr> <td>Encouragement</td> <td>.....</td> </tr> <tr> <td>Your advice:</td> <td></td> </tr> </table>	Showing sympathy	Advice	Encouragement	Your advice:	
Showing sympathy											
Advice											
Encouragement											
Your advice:												
Average Percentage		91 %	95 %									

The table shows that most of the students, approximately 91% in average, were successfully engaged and participated in e-portfolio. They were quite receptive to the task, and they were enthusiastic in their efforts. Meanwhile, students' participation and engagement in critical thinking activities which were conducted after they posted the work is 95% in average. To conclude, they actively participated in both activities and the result showed that they were able to do activities that nurture their critical thinking skills.

Significant improvement is also seen from students' writing scores in their final test. It can be inferred that students learned more from reading their friends' work on Facebook group. Also, the activities that nurture critical thinking skills got the students to read their friends' work in detail and it helped them to write better.

Findings from Questionnaire

The followings are the result findings from questionnaire

Table 4.2
Students' Responses on the Questionnaire

Statement	Expected Responses (positive)			Not-Expected Responses (negative)	
	Always (8 times)	Often (5-7 times)	Sometimes (3 - 4 times)	Rarely (1-2 times)	Never
S1	10std	4std	-	-	-
S2	5std	9std	-	-	-
S3	3std	9std	2std	-	-

S4	4std	7std	3std	-	-
S5	4std	8std	2std	-	-
S6	9std	5std	-	-	-
S7	5std	7std	2std	-	-

For statement 1: [Our Facebook group helps me learn]10 out of 14 students (71%) stated **Often** and 4 students (29%) stated **Sometimes**. The responses are all in the positive area [always-often-sometimes], which shows students' positive perception on the benefit of using social media Facebook for learning.

For statement 2 [I uploaded/posted my best work on the Facebook group], 5 students (36%) stated **Always** and 9 students (64%) stated **Often**. Both are in the positive area. The responses are all in the positive area [always-often-sometimes], which shows students' high enthusiasm on engaging themselves in E-portfolio activities.

For statement 3 [I read my friends' Facebook upload in our Facebook group **outsidetheclassroom**] 3 students (21%) stated **Always**, 9 students (64%) stated **Often** and 2 students (15%) stated **Sometimes**.The responses are all in the positive area [always-often-sometimes], which shows students' high curiosity on knowing their friends' work. Their curiosity of peers' work will hopefully lead to learning from peers.

For Statement 4[The activities after Facebook upload are interesting], 4 students (29%) stated **Always**, 7 students (50 %) stated **Often** and 3 students (21%) stated **Sometimes**. The responses are all in the positive area [always-often-sometimes], which shows students' high enthusiasm on critical thinking skill activities.

For statement 5 [I can do after-Facebook-upload activities well], 4 students (28%) stated **Always**, 8 students (57%) **Often** and 2 students (15%) stated **Sometimes**. The responses are all in the positive area [always-often-sometimes], which shows students' high sense of self-achievement in doing critical thinking skill activities.

For statement 6[My teacher gives clear instructions before all activities], 9 students (64%) stated **Always** and 5 students (36%) stated **Often**.This point shows students' comprehension on the tasks assigned.

For statement 7[All in all, I enjoy facebook postings and related post-activities], 5 students (36%) stated **Always**, 7 students (50%) stated **Often**, 2 students (14%) stated **Sometimes**. This statement shows students' general feeling and attitude toward E-portfolio and critical thinking skill activities.

Findings from Interview

To get clear idea for answering research questions, the teacher interviewed students. There were five open-ended questions given to the students. The followings are the result of the interview.

For the first question [Do you see any benefits of having Facebook group where you can document your work?] Most students could find benefits of documenting their work in Facebook group. The following are some excerpts from their responses.

"All are posted in English, so I learn English automatically."

"When I was absent, I knew what my friends did in the classroom"

"I can read my friends' posts."

"I can see my work and spot mistake I did"

For the second question [Why do you open and read your friends' Facebook upload in our Facebook group?] It is understood that students saw and read their friends' posts on Facebook group because they felt curious and wanted to compare their work with their friends' work. They also focused on reading work posted by friends whom they considered smart. The followings are their answers to the second question.

"I want to know what they posted"

"I want to check if I did my work correctly by comparing my work with theirs."

"I want to read their work, if it is not uploaded I can't not see their work"

"I want to read my friends work, especially the smart ones"

The third question [What makes you feel reluctant to give comment to your friends' Facebook upload in our Facebook group?] answered why students did not post comment on their friends' posts. The followings are their reasons;

"I just want to read, not to give comment"

"I don't know what comment I can give"

"I have no time, I have lots of homework from school"

The fourth question [What do you learn from after-Facebook upload activities that you did?] was responded by the students in various ways. The followings are the students' responses.

"Understand vocabulary better"

"Problem solving"

"Understand differences between facts and opinion"

"Making riddles"

"Drawing conclusion"

"Writing sentences and paragraph better"

For the fifth question [Do you have suggestions to make our Facebook group more interesting?] For Facebook group they wanted to post something fun and refreshing like joke, puzzles, riddles and meme in English. They believe that wouldn't be reluctant to comment on these kinds of posts

"Can we post jokes and puzzles?"

"Upload Videos?"

"Upload something fun and refreshing?"

"Meme? Maybe we can comment on each other for that"

CONCLUSION AND SUGGESTION

Conclusion

The two attempted research questions on the implementation of Social Media E-portfolio to nurture critical thinking skill are answered in these views: (1) E-portfolio help learners to actively participate in learning and the activities the students did after uploading their work on facebook helped them nurture their critical thinking skills. Field note observation proved that in average, students participation in e-portfolio is 91% and in critical thinking activities is 95% which

means they engaged in the activities during the learning process. From the questionnaire, it is evident that all students are in the positive area [always-often-sometimes]. (2) E-portfolio helps them practice critical thinking skills, in a way that it facilitates them to do that. An interesting phenomenon is seen in the scores for essay writing of promotion test: All of them achieved almost maximum writing scores. Finally, (3) they perceive e-portfolio as positive alternative assessment. The questionnaire and interview show an indication that students see this assessment method positively. Therefore, e-portfolio does promote active learning and students' critical thinking skill.

Suggestions

Believing that implementing e-portfolio as media can nurture critical thinking skill, the writer would suggest that teachers implement keeping students' best work in e-portfolio and then create activities that nurture their critical thinking skills while seeing or at the same time studying their friends' collection of work in e-portfolio. Critical Thinking Skills activities in EFL class students are highly recommended as the skills themselves are not instant products, they should be nurtured in daily classroom activities.

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AN ANALYSIS OF THE ENGLISH TEACHERS' ABILITY IN CREATING ONLINE TEACHING MEDIA AT SURABAYA AND SIDOARJO ISLAMIC SENIOR HIGH SCHOOLS

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Abstract: As an English teacher, teacher must be able to develop a good teaching media. Traditional textbooks, while useful, are insufficient to address many questions. As a result, teachers try to look for another resources, social networks, and the web for answers to their questions. This study focuses on the teachers' ability in creating online teaching media at Surabaya and Sidoarjo Senior High School. This study also portrays the challenges and the opportunity of the online teaching media usage. It also covers the information about language preferably used by teacher in the online teaching media usage. Nine teachers are chosen from Surabaya and Sidoarjo as the subject of the study. Quantitative and Qualitative approach is used as the design of the research. Interview and documentation are used to collect the data. Next, the data are analyzed by using Likert Scale followed by triangulation. The result shows that teachers' ability in creating teaching media is good. The challenges of online teaching media usage are school facilities, time management and school regulation. The opportunity of online teaching media usage are active learner, monitoring role and active teachers. The language preferably used by teachers on their online teaching media are English Indonesia, English and English Arabic.

Keywords: *English teacher's ability, online teaching media, senior high school*

INTRODUCTION

Methods of teaching to advance student learning is changing as fast the technology appears. They may not need to embrace new methods, but rather strive to consider all options to find their voice. Regardless, teacher uses of various forms instructional media and technology in teaching, whether new or old, can have a profound impact on student learning. When done well, using a variety of media can enliven a class, encourage student participation, and help students grasp difficult concepts. When used poorly, these same tools can obscure teacher instructional objectives and make students confused, anxious and frustrated.

Teaching media is important in language teaching. Teaching media can be used as the teaching instrument which can help teachers to explain the materials clearly. There are three types of teaching media; visual media, audio media, and audio visual media. Moreover, teaching media has great functions to support the

teaching process, to clear up the material in order not be too verbal that students can catch the information, to overcome the limitation of time, to attract students attention to follow the teachers, and to make students more spirit inside and outside the class. In line with the growing of communicative activities in language teaching, students may initiate their autonomy learning through the teaching media such as computer, textbook, newspaper, pictures, audio, and video. The same teaching media which is used with different strategy may cause different result for the students.

Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience. Nowadays, the number of internet user is approaching three billion users throughout the world by the end of this year and two third of them are from developing countries. It shows that Indonesia mainly becomes the part of the internet users. The number of Indonesian internet users was 74.6 million users¹. It provides a big opportunity for teacher to use internet in teaching and learning process since it involve a lot of users. Internet can provide a lot of teaching resources. Teaching-learning activities including the outcomes of interaction among teacher, student and education environment in accompany with technology make the process of learning more effective.

Moreover, in a virtual system of learning, technology replaces educational environment. Media in combination with internet connection as a technology may help to reduce transactional distance in learning - that is the communication gap or psychological distance between participants which exists in the virtual learning environment. The quality of sound or music, movie or images and text construction in an e-learning environment is in interaction with internet connection characteristics. It provides a great opportunity to use and create online media for teaching and learning process. The use of social media, online grade system, online quiz maker or online video production becomes the great instrument to be used in having teaching and learning activities.

As an English teacher, teacher must be able to develop a good teaching media. Teacher must be able to determine the best media for their students with the given context. Furthermore, structuring lesson plan and teaching media also strengthen their language skills, grammar and vocabulary as their sub skills in language teaching. Therefore, a research about teachers' ability in creating online teaching media is necessary to be conducted. Given their specific requests and readiness for improvement, teachers and those who support their growth and development continually look for resources to meet teachers' needs. Traditional textbooks, while useful, are insufficient to address many of the questions; moreover, few have the types of authentic application tasks and complex texts that new standards require. as a result, teachers and others look beyond resources already in their schools and districts to colleagues, social networks, and the web for answers to their questions.

¹<http://wikieducator.org/Emundus/Indonesia> retrieved on 29 May 2014

RESEARCH PROBLEMS

This research presents three major following research problems:

1. How is the English teachers' ability in creating online teaching media especially for Surabaya and Sidoarjo Islamic Senior High Schools?
2. What are the opportunity and challenges faced by the teacher in the online teaching media usage?
3. What languages are preferably used by teacher in the created online teaching media ?

OBJECTIVES OF THE RESEARCH

This research presents three major following objectives of the research:

1. To describe teachers' ability in creating online teaching media especially for Surabaya and Sidoarjo Islamic Senior High Schools.
2. To explain the opportunity and challenges faced by the teacher in the online teaching media usage.
3. To portray language which are preferably used by teacher in the created online teaching media

SIGNIFICANCE OF THE RESEARCH

This research presents three major following significance of the research:

1. For the Institution
This research can be used as a reference for the institution, the faculty even for the English Teacher Education Department to set some program in relation with the development of teachers' ability in creating teaching media. It will be used to portray the need to develop service learning and community development programs for educators in East Java.
2. For the teacher
This research is useful for the teacher since the teachers' product can be used and disseminated to all English teachers throughout the world and give beneficial impact locally and globally.
3. For the reader
This research is useful for the reader to give them an overview about the opportunity to develop online teaching media based on the opportunity and challenges faced by teacher in the online teaching media usage. It also portrays language used by teacher in teaching English

RESEARCH METHOD

This research uses qualitative and quantitative approach where it is focused on the teachers' ability to create online teaching media. The qualitative approach is used to strengthen the quantitative data taken from the scoring sheet. The quantitative approach is used to portray the teachers' ability in creating teaching media. The subject of the research are nine English teachers from Surabaya and Sidoarjo that are chosen randomly. Field note, evaluation checklist, interview guide, and validation sheets are used to gain the whole data. The

evaluation checklist used is adapted from various resources and it is validated by the peer researcher. Likert scale will be applied to each criteria with the range of Very Good (5), Good (4), Fair (3), Poor (2) and Very Poor (1). The form of the evaluation checklist is as follows:

Media Evaluation Checklist

Media Indicators	1	2	3	4	5	6	7	8	9
1. Overall effectiveness of media									
2. Project Clarity									
3. Completion of goal and objective									
4. Indication of Thinking and Learning									
5. Use of Media Resources									

Table 1
Media evaluation Checklist

Individually, teacher is interviewed to get the data about the challenges and the opportunity of the online teaching media usage. Interview is also used to get information about preferable language used by teacher in the created teaching media. Next, the researcher collects the teachers' online teaching media. If they dont have or do not able to make it, the existing media used by teacher is collected.

The procedure of the data collection is as follow:

1. Interviewing some samples
 2. Collecting the media
 3. Confirming the content of the media
- Next, the data are analyzed through the following steps:
1. Classifying the data with the existed rubrics
 2. Reducing data and doing Triangulation.
 3. Interpreting the data.

4. Concluding the findings

FINDINGS AND DISCUSSION

1. Teachers Ability in Creating Online Teaching Media

There are three teachers who are able to create online teaching media and it is presented below:

a. Teacher A

Teacher A teaches English at Islamic Private School in the Sub Urban of Surabaya. She has been teaching there for more than 6 years. She is the main teacher there. She teaches grade X, XI and grade XII. She is computer literate and frequently uses online materials for her teaching process. She uses PowerPoint slide frequently. Her school provides internet connection for the teachers. The students cannot get the internet access unless they use their own internet connection. Teacher A uses her own computer and connect it to the projector when she uses online teaching media. The students can come forward to do some exercises and discuss it together with his/her classmates. She uses www.anglisch-hilfen.de/en frequently. Based on the result of the interview, this website is useful because it promotes not only explanation but also a lot of exercises in grammar, vocabulary and also 4 language skills. It covers English words, practice grammar, some basic rules, prepare for exams, do tests or just have fun playing games in English. She doesn't have a personal blog to attach the materials. She tends to access it directly. Her favorite menu of this website is the direct response of the quiz. Students can get direct explanation of the questions. Students feel so curious and want to answer another question in group



Picture 2
Online Teaching Media Used by Teacher A

Teacher A is also able to create her own Online Teaching Media. She spends two hours to create one online teaching media. She creates the outline of the story first and then decides each detail within the comic creation. She uses www.toondoo.com to create an interesting recount story just like in the picture below.



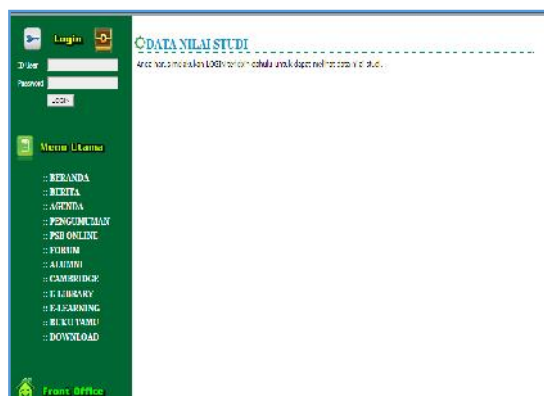
Picture 3
Tondoo Comics created by Teacher A

In her opinion, this comic is very good to develop students' creativity if the students want to create their own story in the future. She feels that this website is useful to create a story because it has a lot of template that can be chosen. Within English teaching and learning process, students are expected to create their own text in a group or individually at the final stage of each unit. Teachers must be able to provide a lot of example so that the students can do it as well.

The overall effectiveness of her media is good since it represents the text in the form of visual clues. The project clarity is good because she uses this media for the clear purpose. The completion of goal and objective of the lesson can be reached as well through the use of this online teaching media. This media represents thinking and learning process because students are expected to think critically about the given picture/story. In creating online media, she uses www.englisch-hilfen.de/en as the reference and some information taken from the textbook. Therefore she uses a lot of various resources to create her online teaching media. It can be concluded that generally teacher A is good in creating online teaching media since her product can meet all of the required criteria of a good media.

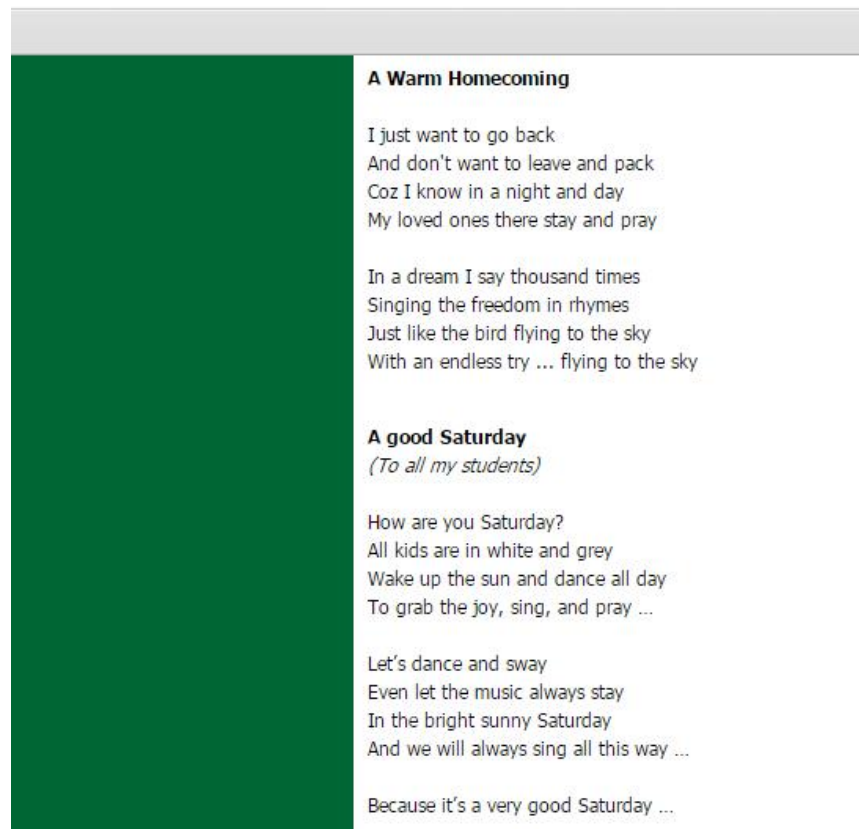
b). Teacher B

Teacher B teaches English at Islamic Private School in the Centre of Surabaya. He has been teaching there for more than 4 years. He is the main teacher there. He teaches grade XI and grade XII. He is computer literate and frequently uses online materials for his teaching process. He uses a lot of different teaching media in his teaching process. He has been familiar with online teaching media since 2008. He believes that online teaching media is very useful because it can be accessed not only inside but also outside the school. He uses online teaching media to make his students become interested in English. He also creates ICT based teaching media for example video and charts in his teaching. His school provides a fast internet connection for the teachers. The students can get the internet access easily. Teacher B uses classroom computer and connects it to the projector when he uses online teaching media. The students can come forward to do some exercises and discuss it together with his/her classmates. His school has a good system of online academic program which enable teacher and students to access all of the information about academic life within the school activities. He used to post some materials on his account and used it as an online teaching media.



Picture 4
Online Academic System Used by Teacher B

In his opinion, this system is very good and easy to be applied; it needs more time to prepare the online teaching media. Therefore, he rarely creates new online materials. He tends to adapt the activities taken from Google search engine. His latest materials are published on the main menu of teacher's work which is attached on the school website.



Picture 5
Online Teaching Media created by Teacher B

He also said that the systems enable students to download any video, PowerPoint presentation, and PDF file. Students are asked to give a comment on his friend video each other as a part of peer assessment activity. He provides his online teaching media with some questions taken from his reference. The systems enable students to get a direct response toward the answer.

The overall effectiveness of his media is good since it represents the text in the form of visual clues. The project clarity is good because he uses this media for the clear purpose. The completion of goal and objective of the lesson can be reached as well through the use of this online teaching media. This media represents thinking and learning process because students are expected to think critically about their friends work or the teachers work as well. In creating online media, he uses Google search engine as the reference and some information taken from the textbook. Therefore he uses a lot of various resources to create his online teaching media for example PDF, video and presentation slide. It can be concluded that generally teacher B is also good in creating online teaching media since his product can meet all of the required criteria of a good media.

c). Teacher D

Teacher D teaches English at Islamic State School in the Centre of Sidoarjo. This school has a special program with another state Institute from Surabaya

which support IT skill of the students. Students have some abilities in designing macromedia flash and photo editors program. He teaches grade X and grade XI. He often used Power point and some downloaded audio. His Power Point consists of a mind map, materials and evaluation. He is able to draw a concrete object directly on the board. He is good in drawing. He is computer literate and frequently uses online materials for his teaching process. He uses a lot of different teaching media in his teaching process. He believes that actually, online teaching media is simple, communicative and practical. This school has applied SIAK (computer academic system) for teaching and learning process but the internet connection doesn't work properly. Therefore, teachers don't apply it anymore. He just does a Google search to find specific materials that he wants for example he wants to know about expressing sympathy materials, he directly types it on the Google search engine and download it for free. He likes to link some websites to his blog.

TYPE OF TEXT FOR SENIOR HIGH SCHOOL

Anecdote, Analytical Exposition, Commentary, Discussion, Descriptive, Explanation, Hortatory exposition, Narrative, News item, Procedure, Recount, Report, Review, and Spoof

[Home](#) | [About me](#) | [RESEARCH](#) | [MY WORKS](#) | [GRAMMAR](#) | [TESTS](#) | [SUFU](#)



Picture 6
Teacher D's personal blog

On his blog, he put a lot of link on his blog. He uses this blog to give some references to the students.

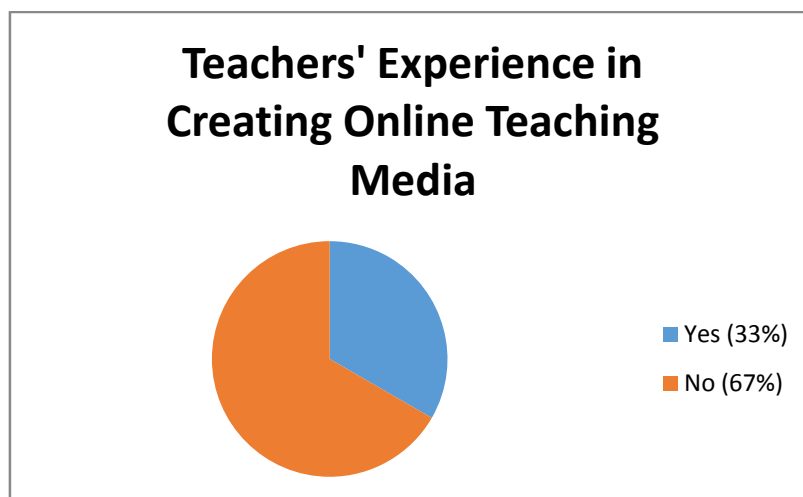
From the data findings, only three teachers who have applied online teaching media on their teaching process. Five teachers are actually able to create computer based teaching media but they never make online teaching media. One teacher is not good in computer so she always asks another teacher to make

computer based teaching media for her. Teachers ability in creating online teaching media can be summed up in the following table:

Table 2
Result of Media Evaluation Checklist

Media Indicators	1	2	3	4	5	6	7	8	9
1. Overall effectiveness of media	4	4	0	4	0	0	0	0	0
2. Project Clarity	4	4	0	4	0	0	0	0	0
3. Completion of goal and objective	4	4	0	4	0	0	0	0	0
4. Indication of Thinking and Learning	4	5	0	4	0	0	0	0	0
5. Use of Media Resources	4	5	0	4	0	0	0	0	0
TOTAL	20	22	0	20	0	0	0	0	0

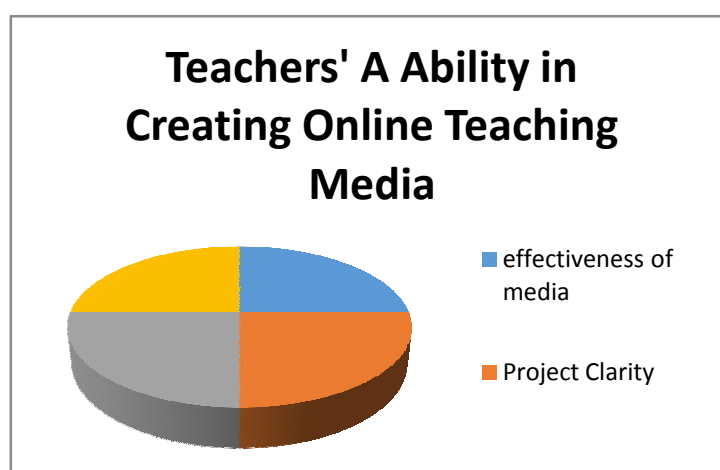
From the data above, it can be seen that only 33 % teachers have the experience in creating online teaching media and 67 % teachers never make online teaching media.



Picture 6
Teachers' Experience in Creating Online Teaching Media

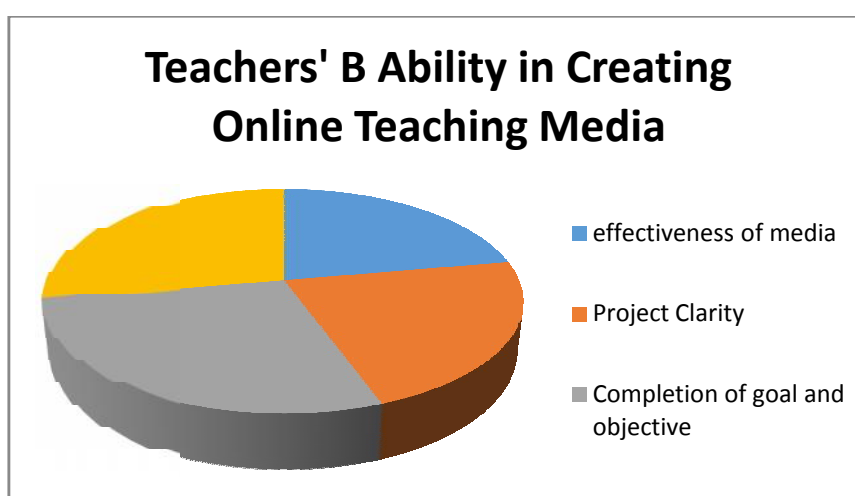
From the Picture above, it seems that Online teaching media is rarely used by teacher. It may be caused by some factors such as personal factors and external factors. From the interview, it can be seen that some teachers never make online teaching media because they have no idea about it. They never know what and how to make online teaching media. Moreover, most teacher say that they have no time to make it. It needs a lot of time to prepare one online teaching media. It can not be done in a short time. Teacher B says that he needs more than 4 hours just to make one online teaching media. Teacher A makes her online teaching media in a day because a lot of factors that should be considered. Materials, application, level of difficulty should be prepared carefully.

Teachers' ability in creating online teaching media actually can be represented by the quality of their teaching media. The ability to create online teaching media is diverse for each teacher. The description of each teachers' ability in creating online teaching media is presented below:



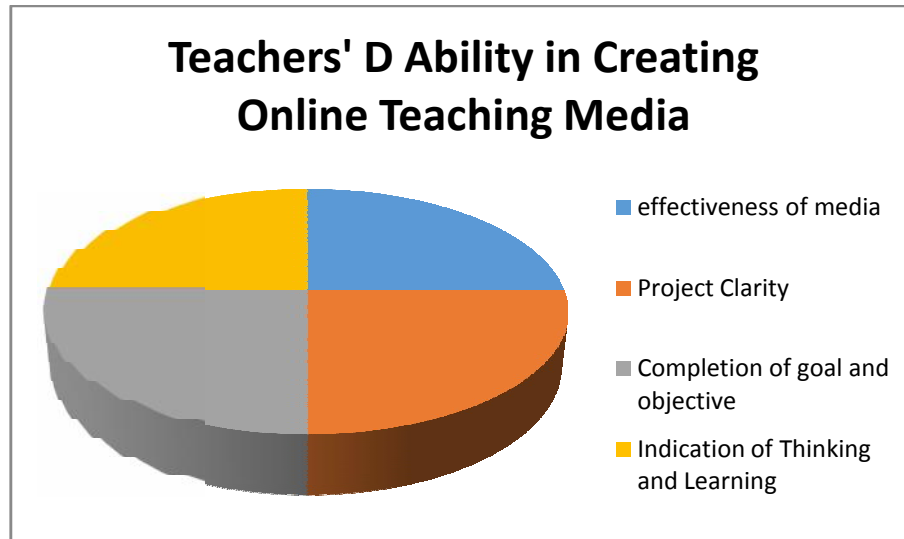
Picture 7
Teachers' A Ability in Creating Online Teaching Media

From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for all criteria. She created a comic which is effective to retell event in the recount text. Students are easy to understand sequence of events if it is ordered and written in the comics form. It is very effective to share the idea. About the project clarity, the project is created to help students understand the generic structure of the recount text. Comics separate each event so that students will clearly understand the project. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because designing a comic is not an easy project. Teacher A must think of the character, the design, the sequence, the outline of the story, and the word choices. Thus, it can not be done in a short time to make one good online teaching media. The second description about teacher ability in creating Online teaching media is presented below:



Picture8
Teachers' B Ability in Creating Online Teaching Media

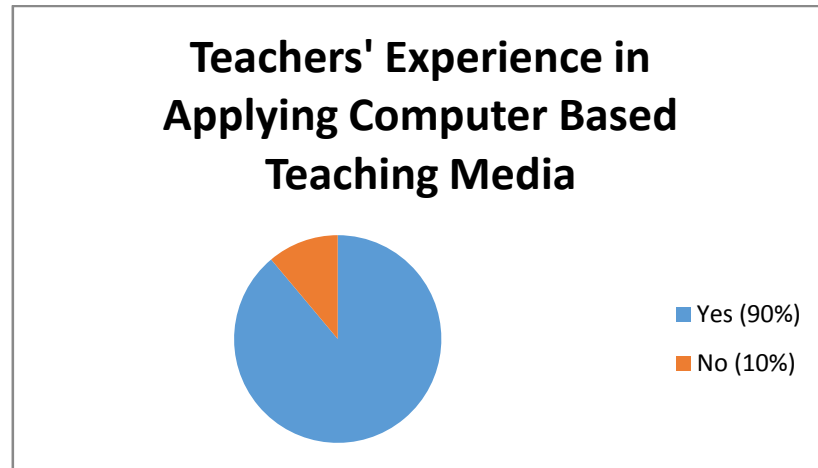
From the Pictureabove, it can be concluded that the ability in creating online teaching media is good for the first and second criteria. It is very very good in the third and the fourth criteria. He created a poetry to help students practice their speaking skill. Poetry is an effective instrument to start a discussion. Poetry can develop students critica thinking and it is effective to improve students vocabulary mastery. It is very effective to share the idea about the content of the poetry. About the project clarity, the project is created to help students understand the vocabulary and how it is used naturally. Moreover, the system provided by school allow his material published in an organized way. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because creating poetry is very challenging. Teacher B must think of the character, the design, the outline of the story, the issue and the word choices. Thus, he says he needs more than 4 hour to make one online teaching media. The third description about teacher ability in creating Online teaching media is presented below:



Picture 9
Teachers' D Ability in Creating Online Teaching Media

From the Picture above, it can be concluded that the ability in creating online teaching media is good for all criteria. He created a personal blog to help students practice their reading skill. Genre based approach is not an easy approach to be understood. Students must be able to understand the vocabulary, the content of the reading text, the generic structure of the text to distinguish a lot of different text. He creates a personal blog which provide students with the link to another websites. This link will give students opportunity to find a lot of examples about genre text. It is very effective to give reference about the genre text. About the project clarity, the project is created to help students understand the vocabulary and type of text and how it is used naturally. It also meets the goal and objective of the study for the meeting and represent good indication of thinking and learning because finding and identifying a genre text is very challenging. Teacher D must think of the proper character, the design, the outline of the story, the issue and the word choices. Thus, he says he needs more time create it.

From all of the description above, it can be concluded that the ability of creating online teaching media is good. Most teacher has a chance to make it but some of them do not want to make it because of school facilities, school regulation dan personal problem such as time management. Most of them actually uses websites as the references but they do not make it by them self.

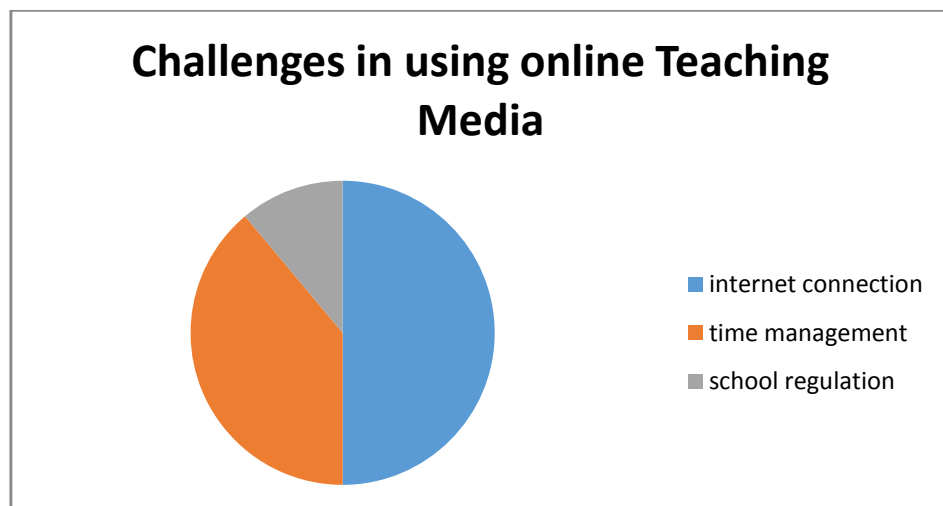


Picture 10
Teachers' D Ability in Creating Online Teaching Media

Looking at the collected teaching media, actually most of teaching media created by teachers can be used as an Online teaching media. They do not use it as an online teaching media because of some problems in facilities and school regulation. Most school do not have a fast internet connection for all students. Therefore, they can not apply online teaching media. Sometimes, they ask to do some online activities but they dont use it as a teaching media.

Challenges and Opportunity in Online Teaching Media Usage

There are some challenges faced by teachers on the usage of online teaching media and it is presented below:



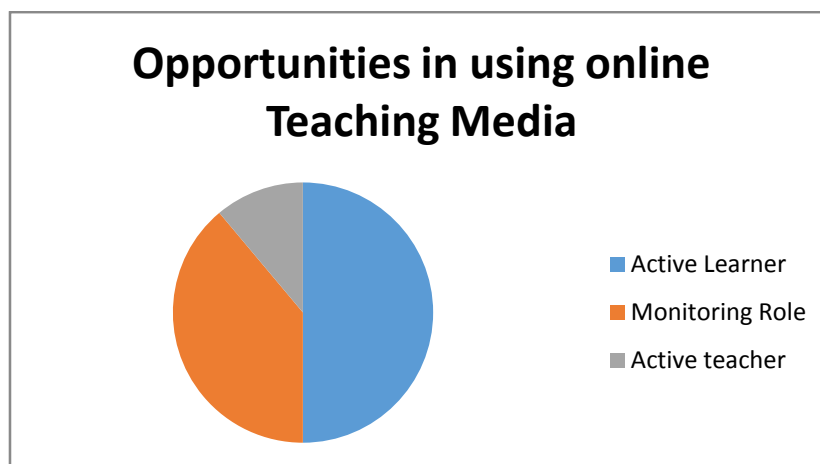
Picture 11
Challenges in using Online Teaching Media

Based on the interview, it can be concluded that internet connection becomes one of the biggest challenges in using online teaching media. Eventhough school has provided internet connection, but the connection doesnt

meet the requirement to apply online teaching media. If all teachers use the internet connection at the same time, the connection will be low. It shows fact that internet connection at school does not cover the sufficient bandwidth. If teacher and students had the sufficient bandwidth of internet connection, teacher probably

Dealing with the time management, there are some teachers who are not able to manage their time regularly to create online teaching media. They are too busy with their teaching schedule and other activities. Realizing that the internet facilities doesnt support the use of online teaching media, some teachers tends to use the non computer based and computer based teaching media for example mind map, flash card, pictures, song, digital story telling, puppet and any other media. Teacher E says that she always identify the characteristics of her students before determine the teaching media. If the students mostly uses visual learning style, she uses video a lot. If there is an auditory learners, she sometimes uses song to facilitate this learning style. She sometimes uses puppet to help kinesthetic learners understand the materials. Nowadays, a lot of school has applied some survey for students learning style identification to help teacher determine the best method and teaching media for their students.

There are some opportunities on the usage of online teaching media and it is presented below:



Picture 11
Opportunities in using Online Teaching Media

Based on the interview, it can be concluded that active learner becomes the biggest opportunity in using online teaching media. Students will pay attention to the lesson especially in the usage of online teaching media. Online teaching media will make students become focus on the screen and curious to answer the questions. An interactive design of a teaching media, a good quality of audio and / or video will attract students attention. Moreover, on site assessments frequently challenge students to answer individually. They will expect on site assessment give a direct response and they will know whether their answer is correct or not.

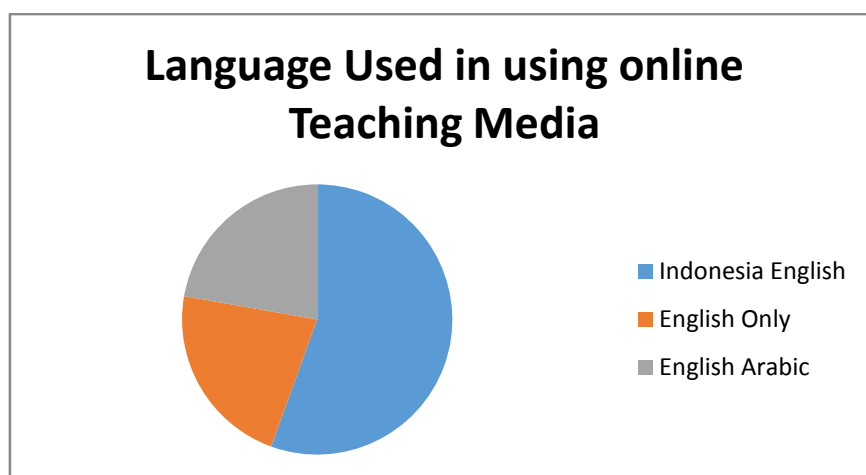
Dealing with the monitoring role, there are some teachers believe that they can run their monitoring role if they have prepared online teaching media. Students are busy with their own assessment so teachers can monitor students'

activities. It will help teacher to do an affective assessment. Maintaining the students activity, there will be a chance for a shy students to work optimally. They would feel comfortable to use online teaching media.

Teacher becomes very active if they had to use online teaching media. To prepare one teaching media, a teacher must design, create and consider a lot of thing. Teacher must consider the possible time that they can use and the technical problem that may occur in the process of using online teaching media. Teacher must find resources from any resources for example book, websites, video, song and etc. Moreover, their teaching schedule usually just twice a week with more or less 90 minutes. If they do not consider the preparation, they will not get enough time and probably do not able to meet the goal of the lesson.

Language Preferably used in Online Teaching Media Usage

There are some differences on the language used in online teaching media and it is presented below:



Picture 12
Opportunities in using Online Teaching Media

Based on the interview, it can be concluded that Indonesian English is mostly preferably used by teacher in the usage of online teaching media. In their opinion, most students do not really have a good understanding in English. Therefore, Indonesia as the mother tongue is preferably used. Indonesian is used when they need further explanation.

Another points says that English must be presented as the main language in teaching media because in Senior High School Levels, students are expected able to speak English fluently. They have studied English since they were in Junior High School or even elementary school. That is why, two teachers belief that English should be used as the main Language Instruction.

The last point about the use of Arabic and English is given because of the school regulation. Their school force students to become able two speak two foreign languages, Arabic and English in all aspect. If they dont speak Arabic and English, students will get punishment.

CONCLUSION AND SUGGESTION

There are three conclusions can be drawn from the findings:

1. Teachers's ability in creating online teaching media is good with some consideration about the facilities and the duration of the media creation
2. The challenges of the online teaching media usage are the internet connection, time management and school regulation. The opportunity of the online teaching media usage are the active students, monitoring role and active teacher.
3. The language preferably used in the online teaching media usage are Indonesian English, English only and Arabic English.

This research can not cover the whole aspect of the online teaching media creation. It is suggested in the future that teacher need more training in developing online teaching media because some of them have no idea about how to make online teaching media. Moreover, it is suggested that school may provide a better internet connection so that student can have online teaching media within the lesson.

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ENCOURAGING STUDENTS' INTEREST IN LEARNING ENGLISH THROUGH ANNUAL PROGRAM, 'THE ELECTION OF MISS AND MISTER SMANTI' IN SMA NEGERI 3 MERAUKE

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Abstract: SMA Negeri 3 Merauke used to be a pioneer of International Standard School which is often called RSBI. It was the only senior high school in Merauke with that status at the time. Since bearing a predicate as the pioneer of international standard school, SMA Negeri 3 Merauke has been activating many programs which aim at improving English ability either for students or for teachers. One most attractive activity for the students is the annual program, 'the election of Miss and Mister SMANTI'. The program that imitated the famous program in television, Miss Indonesia, got surprising responses from the students, the students' parents, even the school committees. It is recognized as the prestigious one since the election demands the contestants' English ability. More evidence of the success is that the program even led the other schools in Merauke to imitate the same program in their annual school programs. This paper aims to show how the program encourages students' interest in learning English. Through the observation, it can be known how the program runs and works. The series of the program concern with encouraging students' interest in learning English include; 1) pre-activity session; quarantine, promotion, and oration, 2) main session; performance, 3) following session; the role of the elected 'Miss and Mister SMANTI among their schoolmates.

Keywords: *students' interest, annual program, election, Miss and Mister SMANTI*

INTRODUCTION

SMA Negeri 3 Merauke is known as one of famous schools in Merauke. It used to be the pioneer of international standard school which is called RSBI. It was the only senior high school in Merauke with that status at the time. Not without any reason how a school was become the RSBI, it absolutely can be seen that the school has the criteria for being that such as having good quality in students' achievement and readiness of all school elements to develop their school better.

As known that RSBI is an educational program stated by the National Education Minister as a mean of government effort in producing qualified schools

which is emphasizing the English use. Hence, since bearing a predicate as the pioneer of International standard school, SMA Negeri 3 Merauke has been activating many programs which aim at improving English ability either for the students or for the teachers. Although, then the government pulled the program of RSBI out by so many reasons, the school is still continuing the activation of many programs dealing with the aim. One most attractive activity for the students is the annual program, called 'the election of Miss and Mister SMANTI'. It was imitated the famous program in television, called Miss Indonesia. The first occasion where the program was held, it got surprising responses from the students, the parents, even the school committees.

The program is then known well by the people as the prestigious annual program held by SMA Negeri 3 Merauke. The lable prestigious may come because of the English use demand so the program sounds like the exclusive and spectacular event in Merauke. The contestants performed their English ability in front of the audiences well. As posted in the local newspaper (Arafura News; 2014) that the enthusiasm of the participants either the contestants or the audiences were so high, that's the reporter stated that the program was spectacular. More evidence of the success was that the program seems led the other schools in Merauke to imitate the same program in their annual school programs, although by naming different term of the program such as; SMA Negeri 1 Merauke held the election of Namek and Namuk Merauke, and SMA Negeri 2 also held the Election of Putri Bahasa.

By the fact above, this research is conducted with the aim to show how the program encourages students' interest in learning English based on the consideration that the English activity must exclusively be there in the series of the program. So it is considered as important to show how the program runs and works which is able to use as the motivation or the model in encouraging students' interest in English.

ENCOURAGING STUDENTS' INTEREST

Teacher has role and responsibility to reach educational goal simultaneously with all of the school elements. The role and responsibility can be created by encouraging students to improve their competence, skill and ability. But sometimes, to reach such the competence, skill and ability, teacher has to find what students' need and interest to know which the best way to improve theirs.

Ester D Crow and Alice Crow stated that an interest is a motivating force that impels an individual toward participation in one activity rather than another. It indicates that interest provide a strong motivation to learn. Beside that, Sardiman (2003) defined interest as the condition that occurred when someone see characteristic of situation that is correlated with his/her own need and desire. He showed that in the interest we can find such aspects as enjoyment, motivation, attention, need and desire. Then if the students already have it all, their interest will lead them to confidence by itself.

Encouraging students' interest in English aims to help the students get the spirit to learn English. Exposing them to a particular area which is the fun English, may increase their interest in certain field. As how Harlpen et.al (2007)

showed their effort in encouraging the female students in the field of math and science which before they had found that the very low percent of female students interest in math and science. By encouraging their female students in certain ways finally they found the surprising percentage of the female students who take the math and science field increased. Without any encouragement and support from the people around them, students will never consider that they are good and able in the field. Angelis (2007) emphasizes that the need, the interest and the field meet each other, then someone will find the high confidence which makes him able and survived to do the thing he wants.

Encouraging students' interest in English can be done in so many ways. One of that is an extracurricular or outside of the class teaching learning process. Hakim (2002) recommended one way to improve students' spirit and confidence that is by holding some activities outside the classroom. Beside that Hendri (2008) classified the kinds of extra curricular that commonly done at schools such as leadership, science, art and social culture, linguistic, and sport. It can be concluded that the extra activity can be used to encouraging students' interest.

The Election Program

The election program is meant as one of the extra activities held outside the classroom in the purpose of encouraging students' interest in learning English. The election is a time when people vote in order to choose someone in a political or official job (Cambridge Advanced Learner's Dictionary).

In the election, there is basic activity that is voting or choosing who will be the elected figure. Before voting the voters are made to know about the figures as the candidates to be elected. So the candidates should show their vision mission and readability to be the winner of the election. It is high of competitive nuance.

The election program for the students should be designed as educative, competitive, sportive, fun, and meaningful.

RESEARCH METHODOLOGY

To get the aim of the research, the author was involved into and participated in the program which was being observed. As Sugiyono (2013) said that the observation which the researcher is participating directly into the daily activity of the subject which is being observed is called the participative observation. So the research methodology of how the result of this paper gained was participative observation.

Sugiyono added that by participative observation, the data will be more complete, real and truthful, and the researcher will reach the result at the top of the intended goal.

RESULT AND DISCUSSION

The program of the election of Miss and Mister SMANTI in SMA Negeri 3 Merauke was firstly done in 2008 which means 2015 has become its eighth year. The program firstly aimed at celebrating Kartini's day on April 21, 2008. The idea came from the School Student Organization (OSIS) which was proposed to co-principle of student

management, and then brought to the principle of the school. Since that the program has been held annually till 2015.

The juries are from the teachers in the school, the main juries are the English teachers and art teachers, and the extra teachers are selected by the students' organization as the committee. Beside the elected Miss and Mister SMANTI as the winner, there are other seven categories; the list is below;

Table 1. Winner Categories in the Election

No.	WINNER CATEGORY	
1.	Miss SMANTI	Mister SMANTI
2.	Miss Brain	Mister Brain
3.	Miss Social	Mister Social
4.	Miss Behavior	Mister Behavior
1.	Miss Talent	Mister Talent
7.	Miss Beauty	Mister Handsome
8.	Miss Favorite	Mister Favorite

Year by year the program is being increased in terms of the number of contestants, participants, and the procedure changes. The increase can be seen in the table below.

Table 2. Report Data of the Annual Program

Date	Place	Number of contestants	Sponsor	Procedure Change
Monday, April 21 2008	Made up Classroom	13 females	-	-
Tuesday, April 21 2009	Made up Classroom	18 females	-	-
Wednesday, April 21, 2010	Made up Classroom	23 females	School committee	-
Thursday, April 21 2011	Made up classroom	24 females	School committee, parent	The candidates of contestant are selected.
Wednesday, May 2 2012	School Hall	33 (20 females, 13 males)	School committee, Telkomsel	Miss and Mister Favorite is voted by using sms sponsored by Telkomsel
Thursday, May 2 2013	School hall	36 (22 females, 14 males)	School committee, Telkomsel	The talent show should act using English
Saturday May 3 Mei 2014	Bella Fiesta Hall	37 (20 females, 17 males)	School committee, Parents	-
Saturday, May 2, 2015	Bella Fiesta Hall	45 (25 females, 20 males)	School committee, Parents	-

Series of the program

From the observation it can be showed that the program is done not a sudden activity but well prepared by the student organization cooperated with the teachers. The series of the program include;

1) Pre-activity session

a. Quarantine

The students who have already registered as the contestants through the selection should join the quarantine activity which is held after the school. It is divided into two training activities. The first is the English training, and the second is performance training. In the English training, the contestants are taught the English such as a private course by the English teacher in order to improve their English ability and to make them be more ready and confident when they come to the main session. The topic given for the contestants is specified and emphasized for more about giving opinion, solving problem, stating position, arguing certain statement, and thinking critically to up-to-date issues. While in the performance training they are trained by the art teacher about the physical appearance such as how to get dress and make up, and how to walk on the stage in the main session.

b. Promotion

After having a week quarantine, the contestants have a chance to promote themselves. The promotion includes introduction and request for gaining the supporters. The way to promote should be by distributing a poster or a banner. The contestants will not do it by themselves because they should have their classmates as a team work to support them. The promotion is done as a mean of electing the Miss and Mister Favorite category.

c. Oration

The oration is done in the last of quarantine day where the contestants are believed already have the readiness, confidence and knowledge about how to perform in front of many people. In the oration, the contestants will introduce themselves, deliver their mission and vision, and promise what is going to do when they are elected as the Miss and Mister SMANTI.

2) Main session

In the main session the contestants are dressed in Kebaya for females and coat for males. Each of them have to perform as a model on the catwalk, make some poses, and then stop in the middle to show their talent, after that they come to answer questions. They have to take an envelope which will be their question to be answer.

3) Following session

The following session is the time of the elected Miss and Mister SMANTI to prove what they had promised before the election. The role includes leading an English club in the extra-curricular program, to invite and encourage their schoolmates to learn English more and represent their school in the election of Duta Bahasa contest of Merauke Regency level

DISCUSSION

The discussion focuses on the series of the program which shows the power and the purpose of the program that is encouraging students' interest in English.

- a) The quarantine takes biggest portion of the effort. The English private course for one month can make the students who are basically good in English will be more competence, and for who are less in English will get the extra knowledge to improve their ability. From the way how the course is done, it can be said that the quarantine is as the English for specific purpose since the material given is designed and delivered be based on the purpose.
- b) Promotion can be meant as the practice of the writing skill where the contestants should make the poster or banner. So, it is actually referred to the classroom practice.
- c) Oration can be said as the mental briefing beside the speaking practice. The mental briefing is important for the students to control the emotion whenever they perform in front of the audiences. The kind of the action will show how the language works and show the power.
- d) The talent show and answer session are as the final test of the English for specific purpose where they use what have been taught in the test. The talent show is a kind of literature competence, while answer session can be critical thinking competence.
- e) Inviting other people to be more interest in English using good English will show the social and culture of the school environment and show how to learn to be responsible.

From the series of the program, it can be seen how the school's effort to encourage students' interest in English. Such annual program can be the pledge activity to reach the educational purpose that is improving students' competence. Beside that the series of the program implement the integrated skills; writing, speaking, and of course reading and listening that is done in the English course activity.

So, the annual program certainly encourages students' interest in learning English. The program is waited every year by the students who are motivated to join the election. However, the minus side of this program is that the students who basically have no motivation and interest in joining the program will never get the target and point of this program.

CONCLUSION

One of the school efforts in improving the English for the students is through annual program, the election of Miss and Mister SMANTI. The program can encourage students' interest by the series of the program such as;

- 1). Pre-activity session;
 - a. quarantine is the English private course as English for specific purpose
 - b. promotion is the practice of writing skill
 - c. oration is the practice of mental briefing
- 2) Main session;
 - a. Talent show shows the literature competence
 - b. Answering question shows the critical thinking competence

3) Following session; playing role of the elected Miss and Mister SMANTI shows the social and culture of school environment and learn to be responsible

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1. Articles must be written in English and should be related to the area of English teaching and learning which has not been published elsewhere.
2. Article must be typewritten on A4-sized, single-spaced with with margins: 3 centimeters (top, bottom, right) 4 centimeters (left), 12-pt Times New Roman Font, and 10-15 pages in length.
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 - Key words (not more than 5 words/phrases)
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